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THE MAINE
JOURNAL OF EDUCATION.

A. P. STONE, Editor for January.

Vol. I. JANUARY, 1868. No. 1.

OUR NEW-YEAR'S BOW.

RECENT changes in the editorial management of this journal, as well as in its publication, render it incumbent upon somebody, at the commencement of the new year, to say a few words both salutatory and explanatory. Eleven twelfths of the editorial corps for the year, have decided that the monthly editor of this number must launch the new ship on its outward-bound voyage, and arrange for all ceremonies properly belonging thereto.

In the first place, then, by way of greeting, fellow teachers and educators in every capacity, and all others who may chance to be readers of this our monthly visitor during the year of grace one thousand eight hundred and sixty-nine just now commencing, we wish you all a Happy New Year! May it be to you in its beginning, in its course, and in its ending, a year of peace and of much prosperity. May those of you who toil in the school-room find a plenty of work to do, with wages constantly increasing, and be favored with willing pupils, co-operating parents, and committees with large hearts, and stiff backbones.

Let us have a word with you, also, kind reader, concerning the past history, the present status, and the future prospects of our journal.

Two years ago, Mr. Geo. M. Gage, then principal of the State Normal School at Farmington, started a teacher's journal bearing the name of the "Maine Normal; a Home and School Monthly." It was entirely an individual enterprise, he assuming its whole responsibility, editorially and financially. Those who have had any experience in conducting such publications, know very well that the responsibility was no very light one. It requires brain-work to prepare a monthly repast for teacher's reading, and it certainly requires all the money teachers are willing to pay, to settle the bills necessary for such a repast. But Mr. Gage believed, with many others, that such a periodical was greatly needed in Maine. There was nothing of the kind published here, and but few copies of those published elsewhere were taken or read by the teachers of this State. Under such circumstances, and having secured the coöperation of a few persons as contributors, the MAINE NORMAL was started and continued to the end of the second annual volume. During those two years it found a very respectable number of readers among the teachers and others of Maine, and in some other States. We think the voluntary testimony of those readers would be, that the NORMAL steadily increased in popularity and usefulness. It has done a good work for the cause of education in Maine.

But the removal of the former editor and proprietor to the West, shortly before the close of the second volume, has transferred the journal to other hands, and brought new parties into the management of its affairs. The gentleman whose name appears upon the first page of the cover as publisher, is the proprietor and financial manager of the magazine. At the recent meeting of the State Teachers' Association at Augusta, when the question was asked, whether the NORMAL should be continued, there was a unanimous response in the affirmative; and when they were further asked if they would become responsible, directly or indirectly, for the matter to fill its columns, they consented so to do, by voting, after a proper discussion of the matter, to elect a Board of twelve monthly editors for the coming year. Those editors were then and there elected; and they have accepted the trust, and will attend to the editorial conduct of the magazine. As there was always some difference of opinion about the propriety of calling a magazine for teachers generally, the NORMAL, and as it is not now, as heretofore, specially connected with the Normal School, it has been thought best to change its name; and it will therefore hereafter appear as the MAINE JOURNAL OF EDUCATION; a name which concisely expresses its character, and which will, we think, commend itself to teachers of every class, as a name at once euphonious and appropriate.

Such, fellow teachers of Maine, is the present condition of affairs pertaining to the monthly journal devoted to the interests of our calling. And now allow us, the Editors, to tell you, in the first place, what character we wish to give to the JOURNAL, and, secondly, how we wish your coöperation in the work.

We wish to make the MAINE JOURNAL OF EDUCATION a professional journal. We do not wish to make it a family magazine merely, although we hope to discuss family management of children; neither do we intend to make it a literary magazine, and yet we trust it will not be destitute of literary excellence. Magazines of that class have their appropriate sphere, and they are already quite numerous. But ours is to be an educational magazine, a teacher's journal; and we wish to devote its pages from month to month to the teacher's work.

The twelve gentlemen selected as editors for the ensuing year, and whose names appear upon the outside of this number under the appropriate heading, are all practical teachers and educators, actually engaged in the school-room, or in the supervision and inspection of schools. The college, the private school, the Normal school, the public school, and the school supervisor, are all represented. Being thus practically engaged in the educational work, they will give the results of their experience and observation, for the benefit of their fellow laborers in the good cause in which they are engaged.

The writer of this article has no hesitation in assuring the readers of the JOURNAL, that eleven of the gentlemen on that Editorial Board, will do their work in a manner that will be satisfactory to the teachers of the State, and creditable to the profession to which we belong. But as to the twelfth, he can give no guarantees. Having known him well for more than two-score of years, the most we feel justified in saying is, that he will probably try to do as well as he can in his humble way. But he must run his own risk in getting credit for what he does.

We wish to make the JOURNAL the vehicle of sentiments that shall elevate the teacher's calling in the estimation of the public, and secure for them a more just and generous compensation. We would like to incite them to obtain for themselves a broader culture and more thorough preparation for their work; one of the surest means of securing the objects mentioned above. And we also wish to discuss in these pages, in detail, frequently, thoroughly, and by different pens, everything that pertains to the teacher's daily work; such as,—the best qualifications for that work; the most efficient agencies and methods of school government and discipline; the best method of instruction in the various branches taught; desirable features of text-books; the personal bearing of the teacher, in school, and out of school; the proper relation of teachers to parents, and of parents to the school; the teacher's care of his own health and of the health of pupils, and many other kindred topics which we have not room to enumerate. Outside of school-room work, but having an important bearing upon the teacher's duties, there is another very wide range of topics which we shall hope to give due consideration in our columns. In this list we may mention the subject of State, county, and town supervision of schools; school legislation; school-houses and their furniture; Teacher's Institutes; truancy; school libraries; the relation of our schools to the college, and to professional and industrial schools; and many other like subjects which a thorough discussion of our educational system will very naturally suggest. Educational intelligence, especially that of a local nature, we also propose to make a prominent feature of the JOURNAL.

Such is a brief outline of the course we wish to pursue in conducting the JOURNAL during the coming year. We give our services without pay, trusting that our consciousness of having made a well-meant effort for the elevation of our profession, and for the promotion of the cause of education among us, will be a rich reward.

And now, fellow teacher, will you aid us by your coöperation with us in our efforts? We will tell you how you can do it. In the first place, if your name is not already on our books, subscribe for the JOURNAL and read it. If you have not the means at hand, you will surely be able to earn it before the year expires. The price of subscription is much less than many people, many teachers even, spend every week for things not necessary, and which would better be dispensed with. We think the JOURNAL will be a help to you in your daily work, and at the end of the year you will have a volume of nearly five hundred pages, worthy of a permanent place in your library, and suitable for future use for yourself, as well as for others. Furthermore, if you like the JOURNAL, and we hope you will, speak well of it to your friends and induce them to subscribe for it. Our third request is no less important to the success of the JOURNAL, than it will be useful to you. It is this: that you will occasionally take your pen and give us your thoughts upon such subjects as interest you, for publication in these pages. Let us know your experience in school-teaching, as well as the result of your cogitations upon the various departments of its labor. It will be a good school for your own mind, and a source of benefit to others. Induce others to do the same. The editors wish other educators besides themselves to be heard from in these pages. In fact, we want the whole body of interested laborers in our cause to be actively enlisted in the work. We are all directly interested in so doing. Teachers must take the lead in elevating their profession, or it will never be done. The legal profession, the mechanical interests of our country, and all other callings, are improved and carried onward principally by the efforts of those engaged in those several pursuits. So it must be in our own field of labor. We must lead, and if we are untiring and persistent in our efforts, the community will follow. We want a higher standard of qualification in our profession; an improved public sentiment; better school-houses and appliances with which to do our work; and a higher appreciation of our labors, and better compensation. These we shall have if we show ourselves worthy of them. We must first show our own respect for our calling, and we shall then have that of others.

Let us, then, fellow teacher, have your help. With our shoulders unitedly to the wheel, and, with brave and hopeful hearts, we shall roll the car of educational progress onward, and have the consciousness that we are doing a good work, as well as the assurance that many will bless us for our labors. The world will be better for our having lived and acted well our part in the great drama of life.

The teacher should be—Apt to teach, Acquainted with human nature, Acquainted with books, Earnest, Thorough, Prompt, Clear, Accurate, Enthusiastic, Diligent, Systematic, Dignified, Firm, Confident, Courteous, Forbearing, Gentle, Cheerful, Patient, Persevering, Neat, Orderly, Studious, Desirous of doing good.

GLANCE AT MODERN PHYSICS.

No one, even but slightly acquainted with the history of modern discovery, can doubt that *light* and *heat* are *sensations*, due to the tremulous motion of an all-pervading, elastic medium, or *ether;* composed of a certain kind of homogeneous matter, in its most attenuated form. And various experiments lead to the conclusion that this matter consists of exceedingly minute, solid atoms, which mutually repel each other; and that these, taken in the largest quantity, have no weight, or exhibit the effects of any appreciable degree of gravitation; but that every atom of matter that *does* exhibit these effects, and is therefore *ponderable*, or can by any means be made *visible*, condenses about itself a portion of this medium, by an attractive force, varying inversely as the square of the distance from the center of the ponderable atoms. So that every species of this matter, whether solid, liquid, or gaseous, is to be regarded as plunged in this all-pervading ether; and that no two atoms whatever, of ponderable matter, can ever come into actual contact, because of the stronger attraction of each for this ether than for the other.

All the stars, the sun and planets of the solar system, are to be regarded as existing and moving in the infinite ocean of this medium. And it is to be inferred from the foregoing that it is more dense *within* these bodies, and *just at their surfaces*, than in the interplanetary and interstellar spaces, wholly or nearly devoid of any other matter; also, that a certain degree of commotion among the materials of any one of these bodies, produces a series of vibrations in this perfectly elastic medium, which, rapidly extending thence in all directions, give note of themselves to the surrounding bodies; and with the less force as these bodies are the more distant. But what we are particularly to note, as a most interesting and well-ascertained fact, is, that the *velocity of transmission* of these vibrations is the same in all parts of the space through which they are conveyed. The strong and the feeble rays of light and heat dart off with equal rapidity. Note also the aerial vibrations, which produce the sensation of sound; for through whatever distance we hear musical sounds, the loud and soft, the high and low notes come to us in the same order of succession. No one hears a different tune from that sung by the human voice, or played upon an instrument, because of his *distance* from the performer.

The velocity of sound, or the transmission of the aerial vibrations, is about 1124 feet per second. The velocity of light (and probably of heat), or the transmission of the ethereal vibrations, is 192,000 *miles* per second. And as "in the doctrine of sound, the frequency of the aerial pulses, or the number of excursions to and fro from the point of rest made by each molecule of the air, determines the *pitch* or *note;* so, in the theory of light, the frequency of the pulses, or number of impulses made on our nerves in a given time by the ethereal molecules next in contact with them, determines the *color* of the light; and as the absolute extent of the motion to and fro of the particles of air determines the *loudness* of the sound, so the amplitude or extent of the excursions of the ethereal molecules from their points of rest, determines the brightness or intensity of the light." Hence, we are clearly to understand that, in neither case, no general rush or movement of the air or ether takes place, but only a slight tremor, which is rapidly propagated by the elastic force of the medium.

It is found that a metallic plate begins to sound when the number of its vibrations amounts to 32 in a second; and ceases to be heard when they exceed 20,000 per second. Some of the most acute sounds the human ear can distinguish come from the wings of certain insects, and are due to vibrations amounting to 12,000 or 15,000 per second; and physiologists regard it as a fact, that the structure of the human ear is of such delicacy as to allow its material to vibrate in *unison* with all audible sounds.

Difficult as it may seem, the number of ethereal vibrations per second, corresponding to each of the colors of the prismatic or solar spectrum, has been calculated by Dr. Young. The smallest number, or that corresponding to the extreme red, is 458 trillions; and the highest, or that corresponding to the extreme violet, 727 trillions. The number of ethereal undulations in the space of an inch, he found to be 37,640 in the first case, and 59,750 in the last.

I have just alluded to the structure of the ear. But what are we to conceive of the eye, with its apparatus for *refraction*, and its retina, with the apparatus for its *adjustment to the distance*, so as to receive the most effectual impress, or clearest image of external objects? Is it strange that Newton should have exclaimed here, "was the eye formed without skill in optics, or the ear without knowledge of sounds?"

Of the human brain, whose structure and functions surpass all else in this mundane sphere, I do not now propose to speak; but will call attention to the undoubted fact that the sensations of sound and light have very different ranges among the different tribes of animated nature. Those vibrations of the air made by the wings of certain insects, and producing the sharpest sounds *we* can hear, may be altogether too low to affect the auditory nerves of those beings *themselves;* who may be able to distinguish a range of vibrations equally extensive with ours, but incomparably more rapid. On the other hand, it is reasonable to conclude that some of the largest quadrupeds have this auditory range much lower than our own; though we know of none to which a *part* of this range, at least, is not common with ours. And it is unquestionably just to reason, in like manner, in respect to the visual ranges of the ethereal vibrations among these different tribes; recognizing them, together with the preceding, as examples of that wonderful mechanism everywhere abounding in the works of the Creator.

Consider, now, that the chemical operations evidently going on in the sun, produce a violent corpuscular commotion among his constituent materials; which is propagated, through the surrounding ether, to the earth and the other bodies of the solar system. It is well known that upon high mountains, and at the great altitudes reached by the aeronaut, an intense degree of cold prevails; and the sky assumes a dark purple, or somber hue. So that it seems to be necessary for these ethereal waves to strike deeply into our atmosphere, and pass on to the earth, meeting with resistance from ponderable matter; to be broken up by it, and vibrate with it in series of undulations of less amplitude, before the sensations of light and heat are experienced.

In their passage through the interplanetary spaces, the undulations of the ether may be too broad to excite these sensations; so that, if we could live, placed beyond our atmosphere, it is reasonable to conclude we should find ourselves in Egyptian darkness, and a region of intolerable cold. Mr. Glaisher, at three miles height, ascertained the chemical effects of light to be vastly less than at the surface of the earth. It took thirty minutes for a plate exposed to the light there, to receive the same photographic effect as in *one* minute at the earth's surface. Pauillet assigns 223° below zero, of Fahrenheit, as the measurement of cold in the interplanetary spaces. But I place little reliance on this assignment, regarding it as only a matter of conjecture.

Without an atmosphere to cover it as a garment, and be the vehicle of water-bearing clouds, and act as the grand conservator of a certain degree of warmth, the earth would be uninhabitable by its present race of beings. But the preceding considerations give us a glimpse into the part the atmosphere plays, not only as such a conservator, but in the *development itself* of light and heat; the two great begetting powers in nature. Consequently, the old idea that the planets, more distant from the sun, must receive from him less light and heat, is untenable. Indeed, the spectroscope has put it beyond question, that the development of these two powers depends on the nature and extent of the atmosphere of the planet, rather than its distance from the sun. So that we cannot resist the conviction, that several of the primaries, at least of the solar system, are teeming with vegetable and animal life, in many respects not widely differing from what we find upon the earth. For the use of this instrument, in the hands of skillful observers, demonstrates the existence of atmospheres around them, of such material and extent as forces us to this conclusion.

In regard to the planets and satellites around which the spectroscope has not yet revealed the existence of an atmosphere, I propose not to speculate, but to await future discovery, and communicate its results.

The telescope has enabled us to extend our vision far into the infinite space, and catch views of the orbs lying beyond the unassisted eye, but it has revealed nothing respecting the materials of which they are formed. This is just what the spectroscope comes to make known; and these two instruments, thus supplementing each other, are making revelations altogether new and astonishing. The identity of many of the materials in the fixed stars, in the sun and planets of our solar system, including also several of the comets, is no longer a matter of conjecture, but a revealed fact. It should be added, too, that the patches of nebulous matter appearing in different parts of the heavens, are found to be really in a state of vapor; and to contain certain materials identical with those entering into the composition of the sun and planets, and found in the meteorolites on their fall to the earth. So that as facts of this kind accumulate, the Nebular Hypothesis continually gains new confirmation.

The further our investigations extend into the realm of nature, the more are we struck with the simplicity and beauty of those laws which find expression in its phenomena; and the more clearly do we perceive that the study of phenomena is the only path which conducts to the knowledge of these laws. C.

WASHINGTON, D. C.

TALKS ABOUT ENGLISH GRAMMAR. IV.

NAMING THE NAMING-WORD, &C.

WHEN we first began to work at these lessons, I noticed that it was quite hard for you to think of anything to write to bring in upon your slates. But I find that now, it has become much easier for you. Andrew, who has taken more and more interest in these lessons as we have proceeded with them, has been telling me of an ingenious way which he took to help him obtain thoughts such as we wish to make use of. It is a very simple way, but I doubt whether all of you had thought of it. Andrew, you may tell the class what course you pursued in order to think of so many expressions. How many have you, Andrew?

Andrew. I have one hundred, sir.

I thought it was fair to give Andrew an opportunity to tell the number of expressions which he has made, because I know that he has been very faithful, and I think he has shown, that thought will make him very ingenious in contriving ways to express himself, and thus, perhaps, by-and-by he will be a very interesting writer. Andrew, you may now tell the class as I desired you to do.

Andrew. In the first place, I reckoned up the number of scholars who attend our school. Then I recalled the name of each one, and I wrote out one or two thoughts about each. In that way, I very easily got a hundred.

That was a good way; and I want all the members of the class to think of the best way to do what is given them to do. But I see that Helen's hand is raised? What say, Helen?

Helen. I think I could have had as many written out as Andrew has, if I had written all that I thought of: but I didn't have the time to do it, and not neglect my other lessons.

Very well, you did right I have no doubt, and I have not called attention to what Andrew has done, in order to cause others to feel that they have not done well, but simply to encourage Andrew, just as I mean to try to encourage you all, when I see that you have endeavored to do well, and to impress upon you how desirable it is that you *think well* and *contrive well* for yourselves. But I want to hear a good many of the *verbs* and *naming-words* which you have written, and we will begin with *number one* in the class, and proceed directly through, each one reading, and naming.

I have enjoyed this exercise for three reasons. I will give them to you.

I. You performed your parts with spirit.

II. You seemed to enjoy doing the work yourselves.

III. It shows me that you are learning a good deal about thoughts, and the way to express them.

But we will now speed on to something new. Have you not now found another large class of words?

Class. Yes, sir. The naming-words.

These have a name. They are called NOUNS. What, then, is every naming-word?

Class. Every naming-word is a NOUN.

You may now have a very few minutes to talk with one another about the NOUN. You may point out words which you think are *nouns* one to another. Only be very orderly in doing it.

All the time is up which we can devote to this exercise at present. I will now tell you why this class of words have been called NOUNS. In the same language of which I spoke to you a short time ago, there is a word—NOMEN—which means THE NAME; and the people who used to live in France took this word to use in their language, and changed its spelling, but still it had the same meaning, and then we took it at last, and spelt it *n-o-u-n*, and we use it as the word to be the name for all our *naming-words*.

You have now learned how to find VERBS and NOUNS. It remains for me to say to you, that these two classes of words are much larger than any other classes in our language. I should like to go on to teach about some other classes of words which we use, but I do not think that will be the most useful and interesting course for me to pursue. So if you will be ready to name all the thoughts in three parts, all the verbs, and all the nouns, in your reading lesson, which I will now assign to you, we will try to learn something new from these and from the expressions you may contrive, and bring in to-morrow.

G. M. G.

OUR TWO NORMAL SCHOOLS.

At the commencement of the last Fall Term, I visited the Eastern Normal School, which is located in the village of Castine, and is under the charge of Mr. G. T. Fletcher.

Castine is one of the old historic spots along our coast. It was settled at an early period, became the centre of a large business, and was for many years a British naval station. Just out of the village, which is considerably above tide-water, may now be seen the remains of a large earth-fort, overlooking Penobscot Bay upon the one side, and the harbor of Castine upon the other. But Castine has not only ceased to be a naval station; its early business has in large measure departed, though there is very little dilapidation to indicate that such is the fact. Everything, the farms without the village, the stores and houses within, wear a sedate, quiet, comfortable look. The current of existence flows in grooves which appear to have been long fixed, and one is much inclined to believe that in this place the problem of life has been solved. But Castine is not only quiet and comfortable, it is an exceedingly beautiful spot, and must be no less salubrious than beautiful, just the spot for the Eastern Normal School.

There is yet more to be said for Castine. Its people are unusually intelligent; as a consequence they believe in education, and more cordially sympathize with the Normal students. As one proof of their intelligence and liberality, they have provided a neat, commodious, beautifully located building for the use of the Normal School. As another proof, they long have had a public library supported by an annual poll-tax. Would that the same could be said of every town in the State; but I am aware of no imitator among them all. This library contains some fifteen hundred volumes mainly made up of standard works; very little trash indeed is there about it. A small number of new books are bought each year, chiefly of the better class. So there is not only always something new in the library, but when the new books of to-day become old, they do not thereby become worthless. And this library is well patronized, some three thousand volumes, so the librarian told me, being taken out each year, though there are but two or three hundred voters in the town. To these books the Normal students, like all the citizens, have full access.

I also visited, near the close of its last term, the Western Normal School, which is under the charge of Mr. C. C. Rounds, and is located, not upon the sounding sea-shore, but upon the verdant banks of the Sandy River, among the bucolic hills of Franklin county. Since the irruption of the Androscoggin Railroad, a few years ago, Farmington, the seat of the Western Normal School, has lost something of its primitive Arcadian features, and has acquired something of a new, brusque, and more stirring air, which distinguishes it, though not in a very marked degree, from Castine. Like the Eastern Normal School, the Western is also pleasantly located, and in the midst of an intelligent community, long noted for the high character of its private schools, though its public schools have been miserable enough. The loss of the old Academy, converted, as it was, into the Normal School, is felt by many, and they will continue to feel the loss until the establishment of a public High School, such as they have in Castine, standing and flourishing right by the side of the Normal. As the Normal has specific duties to perform, mainly the preparation of teachers for primary and rural schools, it can never take the place of a High School, and so there is no necessary antagonism between the two. The intelligent people of Farmington should recognize this fact, and, while encouraging the Normal to the utmost, they should provide themselves with the best of High Schools.

The Western Normal School building is larger than the one at Castine, but not in so good condition. It needs to be painted throughout; it also stands in need of sundry repairs, and the ground should be inclosed with a fence. As yet the State has expended but six thousand dollars upon this school, and vastly less upon the Eastern, which has not been so long in operation. Both schools, I trust, will henceforth be cared for with a liberal hand.

Now for a few suggestions.

1. A large proportion of those now entering our Normal Schools should pass through one year of preparatory study before beginning the regular two years' course. There is so much work to be done in these two years, that they who start in poor plight, cannot but drop out, or they must go through the course with little profit to themselves, and less honor to the school. From the very nature of the case, with students coming from a great diversity of schools, there must be great inequality at the starting, the cure for which is to be found in a preparatory course. With that a higher standard of recitation can be enforced — a standard which should not be less than sixty per cent in anything, or an average of not less than seventy-five. Any one falling below seventy-five should be refused a diploma, upon completing the two years' course. The diploma would then become an object really worth laboring for. It should be the business of the Normal Schools to turn out well-qualified teachers, even though few, and not large numbers of poor ones. The State requires at least two hundred good new teachers every year; and for securing them there must be special provision, until the method of instruction in all our schools have been revolutionized and placed upon a just basis. The teachers coming from these schools will not then need to be retaught. But until then our Normal Schools will have enough to do, and they should do it in the best possible manner, honoring themselves and blessing the State.

2. The Normal Schools should be supplied with an abundance of whatever is needful to illustrate the studies pursued, more especially the natural sciences. So far as may be, without lessening their utility, the globes, maps, apparatus should be of the cheapest kind, with nothing for elegance, in order that teachers of our common schools may learn how much in the growth of plants, in animal life, in chemistry, in natural philosophy, in astronomy, in geography, and even in arithmetic and geometry, can be happily illustrated and so brought within the ready comprehension of children — that, too, with only trifling expenditure. It is all very pleasant to have fine, costly apparatus with which to illustrate the phenomena of nature; but at this time such apparatus is to be found in only a few of our common schools. Our teachers should, therefore, understand that a vast deal, in the way of illustration, may be done with very simple means of which they themselves can become possessed at a trifling outlay. The Normal

Schools should show how this may be accomplished by themselves using cheap apparatus, not permitting their students to go forth with the impression that nothing can be done to illustrate nature except at great cost, when the reverse is true. They should show how many things requisite for illustration may be obtained for ten or twenty dollars; how many may be manufactured by each one for himself. For example, twenty dollars should give a small but serviceable microscope, a pocket compass, a stereoscope with some pictures to aid the geographical student, a magnet, a small galvanic battery, a prism, cards for teaching colors, a syphon, a small globe, a few specimens of crystals, a few chemicals, with simple apparatus for testing rocks and soils, lime-water and a lamp chimney, with a slip of tin to divide the chimney lengthwise, to explain the principles and the virtues of ventilation, a small globe and geometrical blocks, with some trifles to illustrate the centre of gravity, and the form which soft revolving masses take. I believe we might yet further add to our list, if we were judicious in making our purchases, before the twenty dollars would be exhausted, Now, if the means of illustration, which is one of the greatest aids in teaching, can be so largely obtained, and at such trifling cost, certainly no teacher who leaves our Normal Schools should remain ignorant of the fact. I hope, therefore, the State will see that these schools are not only supplied with an abundance of apparatus, but with cheap apparatus, no less than with apparatus which cannot be had in cheap form.

3. The State should also provide our Normal Schools with a library sufficient to enable the students to pursue a systematic course of general reading; for it is quite time we recognized the fact that teachers of our common schools should be well informed, not simply acquainted with reading, writing, arithmetic, and grammar. Now, the secret of success in general reading is to master the masters, not to devour vast libraries. The Normal School library need not, therefore, contain more than one or two hundred different books, bearing upon all the departments of life, books of poetry, of romance, travels, biography, history, criticism, and natural science. They should afford a chronological and graduated order of reading,— the order to be prescribed for the students, and all required to follow it. Of perhaps fifty books there should be numerous copies; for a whole class should be required to attend to the same thing at the same time, which could not be done

without sufficient copies to supply each member of the class with one. Of these fifty books, a dozen or so should be read aloud in the school, while the students should be obliged to read the others out of school, they being examined, from time to time, for the purpose of making sure that this work has been attended to. In this way the Normal students may easily acquire a vast deal of information, in two or three years, which cannot fail of making them better teachers; for, to the true teacher, no knowledge comes amiss. Such libraries for our Normal Schools need not cost more than two thousand dollars apiece. The cost will depend mainly upon the number of copies required of a part of the books in order to meet the wants of the school; and this number, again, will depend mainly upon the size of the school. Just such a library should be within the reach of every scholar in the State; yet even if there were copies enough of only one book for the service of a school, it were a vast deal better than nothing, as now.

By the kind of instruction which she affords in her Normal Schools, the State should show just what she would like to see in all her schools. The Normal graduates would then go forth educated and prepared to accomplish her desires. Though they be few, yet, like the regular troops of the army, they can do a vast deal, make themselves felt throughout the whole educational organization, if they are first properly disciplined and equipped. C. B. S.

ON THE MANAGEMENT OF BAD BOYS.

We are not of the class who believe it practicable to furnish a compend of specific instructions for the use of the teacher in governing a school. We could never govern by rule, although we always made it a rule to govern. Were a prescribed form possible, it would be far from desirable; for in that case the duties of school government, now so varied and constantly varying, would be of the most monotonous and stereotyped kind; than which nothing is more injurious or more opposed to development, in teacher or pupil. A growing mind is intolerant of sameness, and a constant demand for the exercise of ingenuity, and for devising ways and means, is one of the prime secrets of intellectual progress.

We do not object to lectures, essays, and discussions upon the different features of school government. On the contrary, we would encourage them to the fullest extent, as promotive of great good. But their value consists not in marking out a beaten path, but in giving more light, in holding up the subject in all its various aspects, and in eliciting the results of experience.

We have prefaced this article with the above remarks for the purpose of warning the reader, and especially the young teacher, against expecting any specific directions that will apply in all cases for the management of bad boys. We prefer, rather, to look at the principles upon which all successful efforts for school government, and particularly for the management of troublesome pupils, must be made. In so doing, and without promising or expecting to compass the whole subject at this time, we essay only to offer such hints, suggested by a careful study of the subject and by some experience, as may be included in a paper of not immoderate length.

By "bad boys," we mean boys who are a source of unusual anxiety and solicitude on the part of the teacher and the authorities of the school; boys whose sense of propriety is so small, or so nearly wanting, as to prevent them from being governed, in their daily duties, by a determination to know the right and to do it; boys who have an almost ungovernable propensity for mischief, for provoking the teacher, for annoying other pupils, and in extreme, though not infrequent cases, for trampling upon all rules and regulations, and, with a kind of wolfish malice and fiendish delight, for recklessly pursuing a course of conduct the most outrageous and wicked.

That such boys are not very uncommon, and that they are fit subjects for a pretty efficient course of discipline, all will agree.

Our first suggestion shall be as to what is *not* to be done; treating the subject negatively, to begin with, somewhat after the manner of the pulpit.

Such boys are not necessarily *to be expelled from school;* for expulsion is not management, in the sense in which we are now using that term. It is the part of a *carte blanche* policeman, rather than of the governor and disciplinarian of a school. Extreme cases there may be, where such a course will be necessary for the good of the school; but those cases are rare, very rare, and not, as many contend, so much to be expected, and so frequent, as the cases where bad men have to be separated from their fellows, and shut up within the walls of a prison,—expelled from the community. The latter are hardened in vice; while the perverted inclinations and propensities of the pupil, of the ordinary school-going age, are as yet more susceptible of correctional and reformatory discipline.

That expulsion would often relieve the teacher from anxiety and care is very true; for it is a fact of general notoriety, that trouble in schools is often the result of waywardness and insubordination on the part of a very few, and, in many cases, of a single pupil. A common remark among teachers is, "If I could be rid of such or such a pupil, all would be well. That one is the source of more trouble than all the rest of my school."

Now if the object of school government and discipline were to drive from the school-room all offenders, and leave only those who are capable of governing themselves, why, then, the obvious course would be to expel all who may be denominated bad boys,—all who are sinners above the line of a certain voluntary sense of propriety. But it is to correct and improve refractory pupils, and not to get rid of them, that the teacher is called to exercise his authority and skill as a disciplinarian; and in all cases of discipline not palpably incurable and insufferable, there are objections to expulsion,—objections that have a bearing not only upon the good of the offending pupil, but also upon the best interests of the whole school. We believe it susceptible of easy demonstration, that nine-tenths of the pupils expelled from school for insubordination, are made worse by such a course. Such pupils regard the act of expulsion as a virtual acknowledgment, on the part of the teacher, that their waywardness and disobedience are greater than he has power to restrain; and that the exercise of their skill in cunning, deception, and subterfuge, is beyond his ability to detect or prevent. They become fond of reckless daring, which they soon mistake for "smartness," and their contempt for wholesome rules, and for submission to any kind of restraint, follows as a matter of course, increasing with every indulgence. But these sad results, which they thus draw upon themselves, are not the extent of the evil. Estranged from the authorities of the school, there arises in their breasts a feeling of resentment, the exercise of which they are too prone to indulge; and coming daily in contact with pupils out of the school-room, they are thus enabled, and generally inclined, to infuse into the minds of those pupils more wicked leaven than their presence would do in the school-room itself.

It is sometimes contended that the expulsion of bad pupils exerts a favorable influence upon the school by deterring others from disobedience. If there is any weight in this argument, it is generally, we imagine, greatly overestimated. Expulsion, as a terror to evil-doers, is certainly not needed for good pupils, and as to evil-doers themselves, it has for them little of terror; for such pupils are not kept in the school-room by any attachments for its duties and privileges, the sundering of which would occasion pain or regret. They are frequently, and generally, in school contrary to their own inclinations, and expulsion merely relieves them from what they, at best, bear with but irksomely. The only pupils who would be benefited by such an example, are those who have an unusual superfluity of youthful feelings, and are only a little impatient under restraint, but who would, nevertheless, feel most keenly the disgrace of expulsion, and whose interest in the school is such that the loss of its privileges would be the sorest deprivation. But it is not of the treatment of such scholars that we are now speaking; and were we so doing, we could suggest a far different, as well as a more efficient remedy. When a pupil is corrected or reformed while still a member of school, there is a two-fold benefit derived. The pupil himself has turned from the error of his ways, and is committed to a better course. This has been done in the presence of the school, or, at least, with their knowledge. His honor is at stake, and he has the strongest personal motives to retrieve and maintain it; and, we may add, probability is greatly in favor of his doing it.

But, we may be asked, if *expulsion* is not the course, *what*, then, is? We answer, *aliis alia:* to some, one course; to others, a different one.

Bad boys are not all alike. They are offenders in different degrees, prompted by a variety of motives and impulses, and their ideas of propriety, decency, and duty are also quite different, having been formed by the peculiar character of their education, home-training, and associates. Hence, they are to be dealt with by methods as different as are their various dispositions, temperaments, and the circumstances under which their disobedience manifests itself.

But we will be a little more particular.

There is a class of boys whose prevailing trait is *sullenness;* and they may justly be denominated the *intractables.* They are usually of a sluggish temperament, slow in all their movements, bashful, of low, and often vulgar tastes and tendencies, but little interested in their studies, ill-humored, and noted for a kind of mulish obstinacy. They are passive rather than active, and their offenses oftener consist in a failure or refusal to come up to the requirements of the school, than in a transgression or overstepping of its rules. In a word, they are delinquents rather than aggressors.

Boys of this description are difficult of correction, not so much from the fact that positive malice predominates in them, as that the unfortunate blending of the elements of their character renders them unlovely, disagreeable, and unsusceptible of impressions. They do not generally repel the good offices of the teacher, but receive them with seeming indifference, and refuse to come into cordial sympathy with him. Hence, appeals to their better qualities oftentimes have but little apparent effect.

In the management of such boys, the teacher should have especial care that his requirements are not exorbitant. From the sluggishness of their mental operations, and, in many cases, the dulness of their moral sensibilities, too much ought not to be expected from them. It is well to throw them upon their own responsibility, and to place them in such relations that if they are disobedient, they shall not fail to see that such disobedience has been unprovoked, and voluntary on their part. When they are made to feel by their own acts that such is the case, offenses will be less likely to be repeated; for voluntary transgression generally sends back a returning wave, that overwhelms the offender with conscious self-reproach. It may be difficult to bring them, at once, fully up to the performance of what is right; but it will be easier to induce them not to do wrong.

Distrust and suspicion arouse the ill-nature of a sullen boy, while a generous confidence in him often secures his good-will and coöperation. The manifestation of a direct personal interest in the progress and welfare of such a boy, will also do much to gain his confidence, and to enkindle in him an enthusiasm for his studies; and when these points are fairly gained, the pupil will soon be unwilling to be numbered among the delinquents or transgressors.

Frequent admonition and reproof should be avoided. A little, and with discretion, will be more effectual; and it will then be found that they are governed most, when they are governed least.

In extreme cases, which sometimes occur, of sullen and intractable boys who are coarse and vulgar, and who pride themselves upon their physical strength, the teacher is often strongly tempted to inflict corporal punishment. We question the propriety or expediency of such a course in most cases; not, however, because we are in favor of abolishing the rod in the school-room, for we are not; but for other and better reasons. Corporal punishment does not secure the desired object. This class of pupils *do not best appreciate it;* for, like the hero of Buena Vista, they do not always know when they are conquered. Again, the object is attainable by a different and a more honorable method—by the exercise of the teacher's greater strength of mind; by the force of his will and by his magnanimity of character. Such a course is quite sure to be successful, for, as every competent teacher well knows, educated mind is more than an equal for physical strength, and superior intelligence is sure to triumph over mere brute force.

In conclusion, we incline to the belief, that, in the management of bad boys, tact is more serviceable than generalship, so called. The teacher who has the ability to read the character of his pupils, and who possesses strong common sense, prudence, considerable force of character, and a happy bearing before his school, will be most likely to succeed.

Other classes of bad boys, and their management, may form the subject of a future article.—A. P. S., *in Mass. Teacher.*

CHRISTMAS IN THE SCHOOL-ROOM.

Many strange and seemingly barbarous customs prevail in some of the schools in the border States,—customs never met with, perhaps, in New England school-teaching experience. The following incident in the experience of the writer will illustrate one of them:

On the afternoon of December 24, 1865, I sat by the school-room desk listening to a recitation in algebra. Suddenly a member of the class, who had just finished an example in radicals, stepped quietly to my side and handed me a neatly written note. On opening it, I read the following:

"Respected Teacher,—We, your pupils, humbly request a *Christmas treat*, composed of the following eatables: One bushel apples, five pounds raisins, ten pounds candy, five pounds lozenges, one box oranges, etc. etc."

Placing the curious request in my pocket, I soon excused the class with the assurance that "I would think about it."

On returning to my boarding-house, the conversation there naturally turned upon this singular request, and the circumstances that led to it. "It is," said my host, "a custom sanctioned by long usage. Teachers in this section of country have usually complied with it. In some places it is the fashion to 'bar the teacher out,' as it is called, In such cases, when the teacher reaches the school-house Christmas morning (or the Friday before Christmas, perhaps, if there be no school Christmas week) he finds the door fastened. Some one within says, "Will you treat?" If the teacher is in a mood for fun, he says no, not until you catch me; then mounting a horse he has ready, starts on a race, the boys following with shouts of laughter. Sometimes he keeps away from them several hours, and then allows himself to be caught. Then all return to the school-room where the girls are waiting for the treat.

"This *treating*, though sometimes pleasant (especially for the scholars), is, however, often no small item of expense, and really a most unjust demand upon the teacher's purse.

"Some teachers, fresh from Yankee land, have endeavored to assert their independence, and refused to comply with the custom. In such cases, parents commonly sympathize with the pupils, and a general row is the result. I knew a teacher who went into the school-house early one Christmas morning, and allowed no one to come in who asked for a treat. The boys found a way to *smoke him out.*

"Another one, in a rural district, was taken by his pupils to a mill-pond and ducked until he was almost strangled. All these things seem a relic of barbarism, and yet they occur in schools otherwise peaceful and quiet. It is said that barring out and treating are old English customs. I know not how true that may be, but in certain sections of the border States, some teachers, desirous of pleasing their pupils, introduced the foolish practice. Others felt obliged to follow their example, until at length parents and pupils came to consider it a right, and teachers find it for their interest to comply."

After my host had thus enlightened me, I immediately sent Silas to the grocery for candies, raisins, and apples. Early next morning these were nicely stowed in the school-house closet.

In the afternoon a few invited friends visited us. After compositions, speeches, and singing, the candies, bought by the teacher, and the cakes and pies, provided by the scholars, were brought from their hiding-place. One of the smallest boys then said,—

"Friends who're fond of something sweet,
Come and try our Christmas treat;
Books and slates are sometimes handy,
But now, hurrah for nuts and candy."

When the feast was over we sang a parting song, and then parents, pupils, and teachers separated for the holidays. J. H. M.

THE STUDY OF THE SCIENCE OF GOVERNMENT IN OUR COMMON SCHOOLS.

THERE can be no more important study in our common schools than that of the science of Government. The object of our schools is to make good citizens, and, in a republican government, nothing is more important to its citizens than a knowledge of its institutions.

In China, the school system is national; and no one is eligible to office in the government who has not passed through the several grades of the schools, and distinguished himself there by high scholarship. The course of study followed in them is, also, eminently national. The political morality of Confucius and his disciples forms the basis; and whatever will contribute to the strength and stability of the government, by inspiring in the heart of the pupils a love of its institutions, and by instilling into their minds a knowledge of them, is made to stand out in bold prominence.

The effect, as is well known, has been to make China the most stable government on earth. The same principle earried out with the same zeal in all *our* schools would not only foster patriotism, but, in an important and practical sense, would fit our youth for the many and various positions of responsibility which the republic will soon call them to fill.

How to teach it is the next question. It may be taught as a general exercise to the whole school; for but few of our scholars, especially in the winter schools, are too young to comprehend it, or to classes like any other study. In either case the general plan should be the same.

Attention should first be directed to the subject of government in general, the origin of civil society, of government, its necessity and the different modes of administering it. Then the constitution of the United States should be carefully studied. It may be treated very successfully by topics; and in doing so, it is well to compare each feature with the corresponding one in the English and French governments.

Take, for example, the legislative power. Here will be learned the manner of choosing the members of the Senate and of the House of Representatives, the length of their term of service, their qualifications, etc.; and in connection with these, the same features in the English House of Lords and House of Commons. The hereditary peerage of the former, and the limited range of the ballot in electing to the latter, show strikingly how limited is the power of the people under the English constitution in comparison with the same under our own. This will suggest subjects, and awaken an interest for special reading outside of the school. An inquiry would naturally arise in regard to the five grades of nobility constituting the House of Lords, and to the reform bills relating to the elections to the lower house. Here the pupil can judge for himself of the relative merits of the two systems of government, and cannot fail to be impressed with the superior excellence of his own.

The manner of electing the president will be one of especial interest, involving as it does the method to be pursued when there is no election by the people, and suggesting the course to be taken when the office of president or vice-president, or both, become vacant.

When upon the subject of impeachment, let the pupil learn the successive steps of procedure from beginning to end, who are liable to impeachment, how far judgment, in case of impeachment, extends, etc. It will be well, also, to look up, in connection with it, the history of the five cases of impeachment which have occurred in our history as a nation.

In the same exhaustive way should be treated the subject of the veto power, the courts, the different powers of congress, and every topic upon which the constitution speaks.

The history of the constitution, by all means, should not be neglected. Very much may be learned of its meaning, and great assistance derived in the interpretation of it by knowing the circumstances under which it was framed.

These recitations, too, should be made conversational. The pupil should be encouraged to ask questions; and every subject should be inquired into, and talked about, until the pupil becomes as familiar with it as he is with his multiplication table.

In this way the pupil will not only become practically educated for citizenship, but he will have acquired a new interest in the home and foreign political news of the day, and will be able to read it profitably and understandingly.

J. P. G.

WORK BEFORE YOU FIND FAULT.

Fellow Teachers,—Will you allow one of the "craft" to ask you some home questions, and perhaps make some suggestions through the medium of *our* monthly? You must excuse me if I make the first person rather prominent, as I wish to talk with you quietly, but earnestly, and not to hurl an essay at your heads.

I presume you are now at work in your schools, and I hope according to some well-digested plan. I judge that you are partially, at least, aware of the condition of our public schools, and that you are far from being satisfied with the work done in them, or the feeling which the community cherish in relation to them. You think a change for the better possible, and wish to see it. All this is very well, but what are you willing to *do?* Now, if we wish to see the schools in Maine becoming better rather than growing worse, we must spend our strength for them in some other way than in railing against parents, the community, and school officers.

It is not enough, either, for us to sit down in our school-rooms and satisfy ourselves with what we can do there. We must think and act beyond this limit. It shows lack of common sense to expect the mass of the people to be more interested in our work than we are. "God helps them that help themselves," and instead of standing with our hands in our pockets, crying out against the weight of ignorance in relation to true methods of teaching, which is crushing us to the earth, let us manfully take the matter in hand, and see if we cannot do something towards dispelling this mental darkness, and correcting this obliquity of vision. We must do this, if at all, by pointing out the better way, proving it better, and going in it ourselves.

Cannot you do something *now*, by getting those teaching in the same town with you to meet once a week and talk over school matters? Are you sufficiently wide awake to try and see what you can do in this way? Get those in the community who are interested in education to meet with you. Explain to them the improved methods in teaching, of which you are master, by illustration. Form a class from the teachers present, or from the pupils connected with your school, and as you tell how to do—do it. See if in this way, or some other and better way, you cannot awaken an interest in the common schools, which we can use in establishing in Maine a school system of which all can be proud.

Be a light, and then cause the light to be seen. W.

TOO MANY ARITHMETICS.

THERE has been a growing tendency, for quite a number of years, to expand school text-books into a graded series. This must of course be done to a certain extent in the case of reading-books, and may also be done, to a still more limited extent, in some other branches. But the practice has most certainly been carried too far. Whether it has been done at the promptings of the book-maker, or the book-seller, or both, we will not now stop to discuss. Certain it is, that it has not been called for by the book-buyer, nor by the professional teacher.

In no branch of study, probably, have our schools suffered more from this dilution and extension of school manuals, than in *arithmetic.* The text-books in this branch have become so numerous and voluminous, that in order to accomplish anything like a reasonable amount of the study, it has become necessary to devote to it altogether more time than is its proper share. It is true that arithmetic holds, and should hold, a prominent place in every well-arranged course of study. It is highly useful for mental culture, and indispensable in the business transactions of life. But after conceding most liberally to its demands in those respects, it is still monopolizing, most unreasonably the time and attention of both pupil and teacher. The prominent topic in our common schools is *arithmetic.* Geography and grammar are kept in the back-ground, reading and penmanship are "put through" at railroad speed, and history quite generally ignored. This is not right. The education of youth should not be one-sided. With proper text-books and judicious teaching, all desirable attainments in arithmetic can be secured in much less time than is now devoted to it; and the way to save time is to lessen the number of books used. We have now "First Steps in Numbers," "The Primary Arithmetic," "The Intellectual Arithmetic," "The Common School Arithmetic," and the "Higher," the "Complete," and the "National" arithmetics, besides some others which need not be mentioned here. Now two text-books in this branch, and only two, are needed, as it seems to us. We want a mental arithmetic of moderate size, simple enough in its commencement to be adapted to the capacity of the child of seven years, and carrying him onward far enough to prepare him for the study of written arithmetic. Mental arithmetic has been, badly taught All through the schools of New England, there has been for the past twelve years, a kind of monomania on the subject. The result is, it has become a kind of torturing process for children, tasking the memory unduly, and giving them but a very small amount of mental development or preparation for more advanced studies. It is quite time that this evil, for it is an evil of no small magnitude, should have a remedy.

One written arithmetic, not exceeding three hundred pages, is amply sufficient for that department. We would not object to a small book of examples only for miscellaneous practice, but the two books above mentioned are all which are needed as regular text-books in this branch. If teachers and school committees will demand that there shall be no more, book-makers and book-sellers will soon come to terms. A. P. S.

The teacher should have—A correct idea of the teacher's work; a profound knowledge of the human constitution, corporeal and mental; an intimate acquaintance with educational means; a full understanding of the best methods of teaching; tact in management and government; a thorough discipline of the powers used in school work; a clear comprehension of his duties to himself, to his pupils, to his patrons, and to society.

The teacher should be—A wise legislator, a righteous judge, a prompt executive, an efficient workman, a competent leader, a liberal partisan, a pleasant companion, a warm friend, a good man.

The teacher should labor diligently for self-improvement.

RESIDENT EDITOR'S DEPARTMENT.

A WORD TO OUR TEACHERS.

It is the earnest wish of the editor of this department to make it, if possible, a monthly feast of good things for the readers of the Maine Journal of Education. If the teachers and friends of Education in the State will give us their aid and coöperation in several particulars, we shall have strong hopes of being able to make such feast equal to the satisfying of a reasonable appetite.

We hope to be able to give in every number a general synopsis of *Educational Intelligence* from other States and countries, so far as it can be gathered from our exchanges and other sources at command; and we are especially desirous of giving particular prominence to such intelligence from *our own State*. Will our friends, therefore, have the kindness to send us from time to time items of news which will contribute to this object; such as: the engagements of teachers, and changes made by teachers in their field of labor; the erection and dedication of new school-houses; the establishment of new schools; important action by cities, towns, and school committees, upon educational matters, etc. etc. We should also be glad to receive catalogues of colleges, schools, and literary institutions of every kind; reports of school committees; newspapers containing important educational matter; and such other documents as may belong to this department. We will endeavor to give all such intelligence a place in the Journal, or at least such a notice as will keep our readers fully informed of the condition and progress of schools and educational matters generally throughout our State.

We shall continue to furnish "Nuts to Crack," and we hope those who have skill or a taste in that line, will crack them and send us the kernels with which to treat our readers.

As *Written Examinations* are deservedly becoming quite common, we shall endeavor to furnish occasionally, questions for the use of teachers in that exercise. Brief specimen lessons in *Object Teaching*, and in common *Oral Instruction* will also be given.

Again we earnestly ask all our friends to contribute freely to this department.

NATIONAL DEPARTMENT OF EDUCATION.

THE First Annual Report of the Hon. Henry Barnard, commissioner of education, has just been issued. For the first time in the history of our government we are now able to present a National Report upon Education. It is not very creditable to us as a nation that the matter has so long been delayed. But we are thankful that we are at last upon the right track. The late hour at which this report has come to hand leaves neither time nor space to speak of its contents at length. After giving an account of the organization of the department and of the official circulars issued, the following subjects are treated at length: Constitutional Provisions in the several States for Education; National Grants for Agricultural Schools, with an account of those schools in each State; The State and Education; Female Education; High Schools and Academies of New England; School Architecture; History of all the Normal and city Training Schools in the country; Museums of Natural Science; Art Culture; Public Health and Recreation; and What is Education? A large number of illustrations are given representing views and plans of school buildings in various parts of the Union, but there are none from Maine. The report occupies more than 850 pages, and is full of most valuable information. We shall allude to it hereafter.

Our readers are perhaps aware that some of the Vandals in our congress have attempted to lay their hands upon this department, and wish even to abolish it on the plea of *retrenchment!* We have heard from some source that the expenses of the department for the first year, was $9000! And that is to be wiped out for retrenchment's sake! Is this the land of *free schools and intelligence?* Congress probably wastes enough every day to pay the expenses of this bureau for a whole year; and the peculations of office-holders would support a dozen such departments. Some of the reports in circulation prejudicial to the commissioner proceed from the most selfish and unworthy motives. Of Mr. Barnard's abilities there can be no question. We happen to know, from sources fully reliable, that he has been one of the most laborious men in the public service, giving his time early and late to the interests of the department, and even paying from his own pocket a part of the expenses necessary to carry it on and to issue the first report. It will be an everlasting shame to our congress and country if the department of education is not sustained and well supported; and we sincerely hope that our law-makers will stand up firmly in favor of its continuance.

Thirty college newspapers, or periodicals, are published in the United States.

ASTRONOMY OF THE MONTH.—The winter season is the most favorable one, on the whole, for the study of Astronomy. The most brilliant and most interesting constellations are then visible, the atmosphere is free from dust, and observations are made with greater satisfaction. The following constellations will be visible during this month about 9 o'clock in the evening: Pegasus, Andromeda, Perseus, Aries, Pisces, Cetus, Triangulum, Auriga, Taurus, Lepus, Orion, Gemini, Canis Major and Canis Minor. Venus will be visible in the morning (to those who rise early), and Jupiter in the evening.

TO CONTRIBUTORS AND CORRESPONDENTS.—We have several articles on hand, some of them intended for the *Students' Normal*, for which we have not room this month. Articles of a general, literary, or sentimental character, are not so desirable for our pages as those pertaining to education. We hope to receive favors in this line from many friends in all parts of the State.

EDUCATIONAL INTELLIGENCE.

MAINE.—The report of the school committee of the city of Lewiston for the year ending in August last, is a very good-looking document, and well worthy of perusal. The schools are represented as in good condition, and steadily improving. About *forty-five* teachers are employed, and the whole number of pupils in school during the year exceeded *twenty-five hundred*. J. S. Barrell, principal of the grammar school is also superintendent of primary and intermediate schools. Mr. Barrell has done good service in the schools of Massachusetts, and he will do the same for the people of Lewiston.

The *Commercial College of the Edward Little Institute* at Auburn is now in charge of Mr. J. W. C. Gilman, as president, and a good board of teachers and lecturers. Dr. True, of Bethel, delivers a course of lectures, there this month on geology.

The three colleges of Maine, *Bowdoin*, *Colby University*, *and Bates*, contain altogether 225 students, of whom twenty-eight are from other States. In looking over the catalogues of other colleges in New England and the Middle States, we find the names of about fifty students from Maine. So that our State probably has somewhat more than 250 students in college. This does not include those in attendance upon medical and scientific schools.

Good.—Geo. W. Curtis recently said in a lecture in this State, "If you would begin the great contest with demoralization of every kind, which is the present great appalling danger of this nation, plant school-houses everywhere, and have them filled; pay every teacher generously, according to ability certainly, and not according to sex; and let the intelligence of this people sit down before ignorance, as Grant sat down before Vicksburg."

School Population of Maine.—Hon. Warren Johnson, superintendent of public schools, in looking over the returns in his office, finds a decrease in the school population during the past ten years as follows:

No. of scholars 1858 between 4 and 21	241,883
" " 1868 " "	225,200
The decrease since 1858	16,683

In a correspondence with Hon. John A. Poor, of Portland, the latter gentleman gives the following reasons for this apparent falling off in the number of children in our State:

"I think the falling off in the returns is attributable to a lack of fidelity on the part of town officers, rather than to any actual diminution in the number of scholars in the State. The withdrawal of the principal part of the bounty paid to the towns by the State consequent upon the abandonment of the bank tax, and the large increase of taxation required by recent and former laws, have so operated upon the feelings of the community that a disposition is shown to diminish, rather than swell the list of scholars in the several towns.

There was a strong temptation formerly on the part of small towns to swell their number of scholars to the utmost limit, and the falling off of scholars, as shown in the returns since the taking off of the bank tax, must be attributable to causes like those indicated, rather than to any diminution of the number of scholars."

Death of a Veteran Schoolmaster.—Mr. Benjamin C. Fernald, who died in Portland during last month, was early and intimately connected with the schools of that city. He introduced the Lancasterian system, so called, into the State, aided in establishing evening schools, and was largely instrumental in inducing the school committee and citizens to seek for a better class of teachers than was then generally employed. He was a very conscientious man, and highly esteemed by all that knew him. It is said that in 1823 he, with two other young men, formed a society for the purpose of improving themselves in literature, science, and virtue. Every young man who was admitted to membership was required to promise to abstain from the use of intoxicating liquor, tobacco, profane swearing, debauchery, and every other act unbecoming a worthy citizen. In this respect, as well as in some others, young men of the present day would do well to imitate him.

NEW HAMPSHIRE.—The fifteenth annual session of the New Hampshire State Teachers' Association, was held at Nashua, Dec. 10 and 11. Over two hundred active members, the largest number ever gathered the first day, were promptly on hand. Prof. John S. Woodman, principal of the Scientific School at Dartmouth College; Rev. Dr. L. D. Barrows, president New Hampshire M. E. Conference Seminary at Sanbornton Bridge; Prof. E. Knights, instructor in mathematics at New London Literary Institute; Prof. David Crosby, the veteran head of Nashua Literary Institute; D. A. Anderson, formerly preceptor of Great Falls High School; and principal Knowlton, of Francestown Academy, were among the noted educators present.

After the addresses of welcome, Mr. James O. Adams, of Manchester, occupied thirty-five minutes with an able paper on the Teacher's Authority and Influence.

Rev. Dr. L. D. Barrows, of Sanbornton Bridge, next read a well-digested essay on the Moral Element in School Education. The speaker thought that popular education sadly neglects the moral element as seen in the pittance of time and attention given to moral and religious training in our public schools. Neglect of conscience education is seen in the appalling moral corruption and crime so prevalent in social, commercial, and political life.

An interesting paper was read by Mrs. M. J. Warren, on the "Best Method of Teaching;" and in the evening, Prof. J. S. Woodman delivered an excellent lecture on "Drawing, Art, and Taste." On the second day there were lectures by Prof. Crosby, on "Teaching Arithmetic;" by J. W. Webster, of Boston, on the "Method of Teaching Penmanship;" by Rev. Mr. Mead, of Nashua, on "Ideas versus Words;" and by Hon. Amos Hadley, of Concord, the president of the Association for the coming year, on the "Life and Service of Horace Mann."

This year's sessions of the Association have been very profitable and successful in all respects, and some two hundred teachers, not before connected with the Association, have now become members.

MASSACHUSETTS.—A new institution of learning has just been dedicated and put in operation at Worcester, called the *Free Industrial Institute.* It had its origin in the munificence of John Boynton, Esq., and means to provide instruction in branches not usually taught in public schools, for those wishing to be farmers, mechanics, engineers, architects, chemists, metallurgists, miners, merchants, teachers, etc. For this purpose, Mr. Boynton gives $100,000. Hon. Stephen Salisbury gives $82,000 for site and other expenses, and Hon. I. Washburn gives a spacious machine-shop fully furnished. Charles O. Thompson, Professor of Chemistry, will be principal, with an appropriate faculty, and the college will be an honor to Worcester, and an exemplar for all other cities. Such works are among the noblest memorials of men who desire to be honorably remembered by the coming generations.

Boston Schools.—The reports of the Boston school committee and of the superintendent of schools, form a volume very attractive in external appearance, and very interesting within. It is indeed a very readable book, and presents a vast amount of information in regard to the schools. Boston has three high schools, with thirty-four teachers and 873 pupils; twenty-one grammar schools, with 336 teachers and 14,849 pupils; and 259 primary schools, taught by 260 teachers, and containing 12,405 pupils; giving a grand total of 283 schools, 630 teachers, and 28,126 pupils. The amount of money expended during the year for school purposes was $781,280.60.

The Punchard High School-house, at Andover, was burned on the 14th ult. with all its furniture, books, and apparatus. Loss about $40,000, with an insurance of half that sum.

At an election held in Grafton, Mass., recently, Miss Jane E. Warren was elected to fill a vacancy in the school committee.

Compliment to the Boston High Schools.—The British government appointed Rev. James Fraser, some time ago, to make a tour of inspection among the American schools, and report the results. Of the Boston High School he wrote: "I should have liked, if possible, to put this school under a glass case and bring it to England for exhibition. . . . . . It struck me as the model school of the United States. I wish we had a hundred such in England."

Horace Mann, the oldest of the three sons of the late Horace Mann, the eminent educator of Massachusetts, died a few days since at Cambridge, of pulmonary disease. He was distinguished as a botanist, and had made collections of plants in the Sandwich Islands.

Forethought.—A boy in Cambridge was recently excused from school to attend a funeral; but a truant officer found him soon after witnessing a game of base-ball, and asked him why he did not go to the funeral. With the utmost coolness, the youngster replied: "I went down to the house to attend it, but the man isn't dead yet."

Wm. T. Adams, for many years a school-teacher in Boston, but better known to the boys as *Oliver Optic*, has been elected a member of the Massachusetts Legislature. Somebody says that when *Oliver* heard of his election he stopped writing for ten minutes!

Professor Agassiz has begun a winter course of lectures, free to all school-teachers, at his museum in Cambridge.

Connecticut.—A new school-house has just been completed at Hartford, costing $150,000.

The friends of Yale College want to remove that institution from its present crowded locality to one in another part of the city, where they can have more elbow-room.

New York.—The Thirteenth Annual Report of the Hon. J. W. Bulkley, superintendent of schools in the city of Brooklyn, N. Y., has been published. Brooklyn is no mean city; embracing a population not far from three hundred thousand. Their schools have been steadily improving from year to year, and Mr. Bulkley regards their present condition as full of encouragement. The city has 129 schools, 615 teachers, and about 62,000 pupils. Amount expended in 1867 for support of schools and new school-houses, more than $670,000.

In New York City, the board of education have taken the ground, that hereafter, mechanical and free-hand drawing shall be taught in every grade of the public schools. This will be not only an important means of cultivating the taste of the pupils in matters of art, but will prepare many of them to secure active employment and a good livelihood in a department of industry which is coming more and more into vogue.

There is a movement now making to remove Union College from Schenectady to Albany.

N. A. Calkins, for the last six years assistant superintendent of public schools in New York city has just been re-elected for a term of two years from Jan. 1, 1869.

The Cornell University, at Ithaca, N. Y., was formally opened a few weeks since. It has been built at the expense of Hon. Ezra Cornell, and is intended to be a first class University on a broad and liberal scale. Hon. Goldwin Smith, of England, is resident lecturer on history, and Prof. Agassiz in natural science. The faculty intend to give the stude an opportunity to study anything he may wish within the whole circle of literature and science.

James Kent Stone, the new president of Hobart college, is the youngest college president in America, being only twenty-eight.

Minnesota.—This young State is alive with educational activity. Successful Teachers' Institutes have recently been held in several parts of the State, and the people seem wide awake. The *Minnesota Teacher for December*, speaks thus of the late editor of this Journal:

"We are agreeably surprised and happy to note the favorable opening of the Second State Normal School, at Mankato. In the Normal School proper, which has been in session but five or six weeks, there are sixty-one pupils; in the Model School, twenty: total, eighty-one. We congratulate Prof. Gage on the successful beginning he has already made. The South and West are ripe for the noble enterprise, which, under the patronage of the State, has been intrusted to judicious and skillful hands. The people will look with pride on this flourishing school in their midst, and give it liberal support and patronage."

Gen. McClellan has declined the presidency of the University of California, on account of the small salary. He is now receiving from $15,000 to $18,000 a year.

Eight school-teachers in Kosciusko county, Ind., examined recently, could not correctly spell Louisiana.

The Illinois State Normal University, under the care of Richard Edwards, first principal of Salem Normal School, Mass., is a mammoth institution. The number of students in the normal department proper, is 413; in the model school, 630. Total, 1043.

Teachers' Wages.—The West is doing well by her educators. The superintendent of schools in Chicago has a salary of $4000; in Cincinnati, and in Leavenworth, Kansas, $3,500; and the principal of the State Normal School in Illinois has $4000.

BOOK TABLE.

Analysis of Civil Government, including a topical and tabular arrangement of the Constitution of the United States. By Calvin Townsend. New York: Ivison, Phinney, Blakeman & Co.

We are glad to see this very timely text-book for use in our schools. Several similar works have been published upon the same subject, but we have seen none so satisfactory as this. It begins with a general view of the settlement of our country; the origin of our land titles; the early colonial government; the old articles of confederation, and the origin of our Constitution, etc. etc. The Constitution of the United States is then given, conveniently divided and numbered for study, and accompanied by a very clear and judicious analysis of each article and section. This is followed by very full annotations on the analysis, explanatory and historical, in which the whole machinery of our government is admirably explained. A history of the different Departments is also given, with a list of the incumbents in each from the beginning. A concise glossary of common egal terms closes the volume. While this volume will be interesting to the general reader, it is particularly adapted for use as a manual in schools. It deserves a general introduction into our institutions of learning, and we hope it will receive it. Even in despotic countries, although the people may be grossly ignorant, the sovereigns are always carefully educated in the science of their government. In this country the *people* are the sovereigns. Everybody, therefore, hould study, and understand our Constitution.

MORAL USES OF DARK THINGS. By Horace Bushnell. New York: Charles Scribner & Co.

It is a wise philosophy,—not a mere idle curiosity,—which seeks to solve the dark problems of nature and providence,—to justify the ways of God to man. To discover what rays of moral light penetrate the night's darkness, what offsets may be found for physical suffering, what alleviations of the wrong and evil existing around us, is an effort wholly worthy of the best minds.

To the solution of these difficulties, so far as may be, Dr. Bushnell has addressed his fine powers; and in a series of remarkable essays, discourses to us of "Night and Sleep," "Physical Pain," "Winter," "Plague and Pestilence," "Insanity," "Mutabilities of Life," etc. etc.

The teacher, not less than others, has experience of "dark things" in the sphere of his daily labors. He may find in this book some of the "moral uses" of these trials; and an excellent mental discipline, handling the Doctor's white-oak paragraphs.

THE ANALYTICAL SERIES OF READERS. By Richard Edwards, President of the Illinois State Normal University. New York and Boston: Mason Bros.

This series, consisting of six books, is prepared on the Analytic method, as its title indicates, and is intended to develop the pupil's appreciation of the thought and emotion, and is accompanied by a critical phonic analysis of English words. Our examination of them has necessarily been brief, but we have a very favorable opinion of them. Mr. Edwards is eminent as an educator, and he has made reading a specialty, and taught it with great success. In the preparation of some of the lower books in the series, he has been assisted by J. Russell Webb. A speller, by Messrs. Edwards & Warren, containing many new and valuable features, accompanies the Readers.

NAVIGATION SIMPLIFIED. A manual of instruction in navigation as practised at sea. Adapted to the wants of the sailor. Compiled at Comer's Commercial College, Boston. Published by Harper Bros., Franklin Square, New York.

In the coast towns of Maine, there are many boys at the district schools who are destined to "follow the sea," and who are already talking *navigation*. Bowditch's old *navigator* they look upon as destined to make their fortunes for them; the "master" is often called upon, in school or out, to help him to fathom its mysteries. To such teachers and such scholars we commend this new manual of navigation, as far more convenient in size and form, very clear and simple in its arrangement, and possessing all the advantages required for the *practical* sailor. We have looked through its pages somewhat carefully, and can recommend it as in all respects worthy of confidence. For sale by A. Williams & Co., 100 Washington St., Boston. W.

THE NATIONAL SERIES OF READERS. Revised edition. By Richard Greene Parker and J. Madison Watson. New York: A. S. Barnes & Co.

This series of readers has an excellent reputation, and deservedly so, as it seems to us. It consists of a Primer and five Readers properly graded for use in the school-room. The selections are in accordance with correct principles of taste, and seem well adapted for class drill. The "word method," as developed in the smaller books, is an excellent feature, and the elocutionary matter, throughout the series, is of a kind that can be used in the school-room, a characteristic that will commend itself to all practical teachers. The National Elementary Speller accompanies the series, and bears evidence of the same good judgment and skill in its preparation which is shown in the other books.

GRAMMATICAL ANALYSIS, with Progressive Exercises. By Walter Scott Dalgleish. With preface to American edition, by Prof. A. H. Dundore, of the New York Evening High School. Published by Charles Scribner & Co., New York.

A beautiful little affair is this book; simple and exhaustive. The author aims to elucidate and not to complicate the subject of analysis. It would be easy to name some authors who have darkened counsel by words—without simplicity,—in their systems of analysis. We think that teachers will find in this book a rational and philosophical management of the English sentence. W.

THE FLOWER AND THE STAR, and other stories for children, written and illustrated by W. J. Linton, broad 12 mo, 120 pp. Boston: Fields, Osgood & Co.

This is a book of real, solid worth, though containing fairy stories. The first story develops so much of the beauty of the flower kingdom in such a delightful word-dress, that it demands to be read by every one, young or old. And, then, the last story is one of the best lessons on the grumbling disposition, drawn from the story of a kitten, that ever we read.

NUTS TO CRACK.

QUESTIONS.

Will teachers send us answers to the following, with brief explanations?—ED.

1. One sailor said to another,—I knew one February with six Tuesdays. I don't believe that, said the other; but I knew one with only three. Both were right. Explain this.

2. Should square and cube root be explained geometrically or algebraically? W.

3. What is the best way of parsing the words in italics in the following sentence? The book is *worth* three *dollars*.

4. Explain the objective case (*whom*) in the sentence: Than *whom* no truer soul e'er drew his blade.

5. How is the Arctic Ocean bounded?

6. How many square feet of square-edged boards, of equal width, can be sawn from a log eighteen inches in diameter, and twelve feet long, the boards being one and a fourth inches thick, and the saw-cut one-fourth of an inch?

7. At what time between five and six o'clock will the hour and minute hands of a clock be at right angles?

8. How much less fence will be required to enclose ten acres of land in the form of a circle, than in the form of a square?

9. A merchant bought a quantity of flour at $4.87½ per barrel, on a credit of four months, and kept it six months. At what price must he sell it, on three months' credit, to gain five per cent, when money is worth six per cent?

10. What number is that, which is 109 greater than the next square number below it, and 124 less than the next square number above it?

ANSWERS.

WHERE DOES THE DAY BEGIN?—I have read the "Nuts to Crack" with much interest (as I have the other articles in the "Normal"), and have endeavored to *crack* them.

One of them has not been cracked, at least the *meat* has not been given to your readers.

Marcus got the *rind* off ready for me to crack. May I try to crack it? The question is:

"If a person start from Portland *Saturday* noon, and travel with the sun, and with a velocity equal to it, it will always be noon with him, will it not? When he reaches Portland, it will of course be *Sunday* noon. Where will the people first tell him he is violating the commandment—"Remember the Sabbath day to keep it holy?"

Marcus says in *Asia*, meaning probably a distance 180 deg. west of Portland, or meridian 110 deg. east. Apply this reasoning:

A starts from Valencia, Spain, lon. 0 deg., *Saturday* noon, and travels westward as fast as the sun; it will, of course, be *Sunday* when he has passed one-half the way round the earth, or at the meridian 180 deg. west. When at Portland (he has been traveling nearly five hours) B joins him—remember B's Sunday commences at 110 deg. east longitude. The distance from 180 deg. to 110 deg. east—nearly five hours—they will travel together, A breaking the Sabbath, B not. Certainly this cannot be. Other illustrations might be given. The question is by far a deeper one than is generally thought. Start where they may, A and B must enter upon Sunday at the same place. Hence, all attempts to answer this question will be in vain, *unless there be a definite line on the earth's surface, where the day begins.* Without such a line very many other difficulties arise, enough to prove the necessity of it.

Does some one ask,—"Are you going to make a new line to be added to all the circles now to be taught?"

I answer "*no*," for no *new* line is needed. *There is such a line*, extending from pole to pole. "It is as crooked and as important as the magnetic meridian; its origin is *historical*, and its position is not, like the prime meridian, arbitrary, nor a subject of debate between nations."

When the sun sets to the people of Central Asia Saturday night, it is Sunday morning in California. Formerly the Christian had only to cross meridian 13- deg. west longitude and he would be keeping the same Sabbath as the California Jew, the other side the line.

Since this line has been recently changed, it may be well to indicate its present position.

The week in which our government took possession of Alaska, was one of eight full days to the people there.

This line comes from the north pole near the meridian 169 deg. west longitude, or due south, through Behring Strait, and thence bending south-east, passes west of the Sandwich Islands, then bending sharply to the east, leaves the Society Islands away to the west, thence to the south pole.

Start where you will, and travel westward as far as the sun, the day is always the same until you cross this line.

Therefore, starting from Portland Saturday noon, and traveling with the sun, and with a velocity equal to it, and you will first break the Sabbath when you have crossed the meridian 160 deg. west. A man starting from the Sandwich Isles with you Saturday noon, would in a few minutes find it was Sunday noon.

I leave this, hoping these facts will be of service to "one of the girls." A. E. W.

ARITHMETICAL.—Friend Cornelius Austin cracks the following nuts in our December number:

No. 1. A man wishes to carry one hundred ears of corn into the barn; how many times must he go to the barn, carrying three ears only at a time? Answer: The man must go one hundred times, carrying each time one ear of *corn*, and two *human* ears attached by nature to the opposite sides of his head.

No. 2. If a boy advance three feet per day in climbing a hill one hundred feet high, but slips back two feet every night, how long will it take him to reach the top of the hill? Answer: He will "*reach*" the top of the hill on the ninety-eighth day. The exact time depends on circumstances not mentioned in the question.

No. 3. There were some school children standing in a row, two before two, two behind two, and two between two, and the smallest number that could be so arranged. How many were there? Answer: Four (4).

Answer to Grammatical Query in the November Number.—In "*The Maine Normal*" for November, on page 446, I noticed the following:—

"GRAMMATICAL.—Parse the following sentence: 'He said that, *that* that, *that* that, that that man mentioned) was a conjunction.'"

I parse it thus: "He" is a personal pronoun, third person singular, masculine gender, nominative case to "said." "Said" is an irregular, active, transitive verb, indicative mode, imperfect tense, third person singular, and agrees with "*He*," and governs the following part of the sentence. The first "*that*" is a copulative conjunction. The second "*that*" is a demonstrative adjective pronoun, and agrees with the third "*that*." The third "that" is a noun, third person, singular number, nominative case to "*was*." The fourth "that" is a demonstrative adjective pronoun and agrees with the fifth "*that*." The fifth "*that*" is a common noun, third person, singular number, nominative case, and in apposition with the third "*that*." The sixth "*that*" is a relative pronoun, third person, singular number, refers to the fifth "*that*," in the objective case, and governed by "*mentioned*." The seventh "*that*" is a demonstrative adjective pronoun, and agrees with "*man*." "*Man*" is a common noun, third person, singular number, masculine gender, and in the nominative case to "*mentioned*." "*Mentioned*" is a regular, active, transitive verb, in the indicative mode, imperfect tense, third person, singular number, and agrees with "*man*." "Was" is an irregular, neuter, intransitive verb, in the indicative mode, imperfect tense, third person, singular number, and agrees with the third "*that*." "*A*" is an indefinite article, and limits "*conjunction*." "*Conjunction*" is a common noun, third person, singular number, and in the nominative case after "*was*."

TEACHERS, AND TEACHERS' PLACES.

The undersigned are a permanent committee of the Maine Educational Association, on Teachers and Teachers' places. The object of the committee is to put persons in want of teachers, and teachers in want of situations, in communication. Applications may be made to either member of the committee. Teachers should state what kind of schools they wish for; about what compensation they expect; what branches they are willing to teach; how much experience they have had. Those in want of teachers should specify the grade and character of their schools, and the length of the same; what compensation they can offer, and any other particulars important for applicants to know. Applications of either kind in the hands of the committee, not referred to other parties, on the 20th of each month, will be forwarded to the chairman, at Portland, and be numbered and published in the next number of this Journal. Persons wishing information in regard to such applications should specify the number. As the committee perform this service without pay they expect all applicants, who wish for an answer, to inclose a postage stamp: and they will not feel themselves bound to answer any communication which comes to them without such stamp.

A. E. CHASE, Chairman, Portland.
C. C. ROUNDS, Farmington.
N. T. TRUE, Bethel.
J. P. GROSS, Brunswick.
G. T. FLETCHER, Castine.

TEACHERS WANTING SITUATIONS.

LADIES.

No. 1. Educated at Normal School, Farmington. Has had experience in district schools. Wants an assistant's place.

No. 2. Educated at Normal School, Farmington. Has taught nine terms in district schools. Wants a permanent position.

No. 3. Educated at Female College, Kent's Hill. Taught six terms in common schools. One year in Lewiston High School. Wants a situation in High School or Academy.

No. 4. Desires permanent situation. Has had ample experience in all English branches.

No. 5. Desires permanent situation. Can teach French, Music, and English.

No. 6. Educated at Farmington Normal School. Has taught five terms district school. Would prefer assistant's place, but would take charge of graded school.

No. 7. A GENTLEMAN, educated at Normal School, Farmington. Has taught 12 terms.

SCHOOLS WANTING TEACHERS.

No. 9. Grammar School, 250 pupils. Wants teacher of experience. $1,200 to $1,500 pay.

No. 10. Academy. Wages $62 to $65 per month. Board $4 per week. Term begins January, 1869, for eleven weeks. If trustees are satisfied, permanent.

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HORACE GREELEY purposes to write, during the year 1869, an elementary work on Political Economy, wherein the policy of Protection to Home Industry will be explained and vindicated. This work will first be given to the public through successive issues of THE NEW YORK TRIBUNE, and will appear in all its editions—DAILY, $10; SEMI-WEEKLY, $4; WEEKLY, $2 per annum.

THE MAINE

JOURNAL OF EDUCATION.

C. B. STETSON, Editor for February.

Vol. III. FEBRUARY, 1869. No. 2.

NUMBER OF CLASSES AND TEXT-BOOKS REQUIRED IN ARITHMETIC.

How many classes in arithmetic should there be in our public schools, taking the schools as they are?

Not a few book publishers, intent upon profits, appear to think that he who increases the number should be honored like the man who makes two blades of grass grow where only one grew before. For this honor they zealously contend with one another, giving us serial arithmetics of five, six, and even seven books, for each of which there must be at least one class. And not a few parents appear to have an equal admiration for numerous classes in arithmetic. "Our Johnny," says one, "can tell you how many seven times seven are, but Tom Brown, over the way, has only reached his sixes. They are now both in the same class. It is a shame to keep such a smart boy back by making him go with such a slow coach. A new class must be formed for our Johnny; he must be put ahead of that Tom Brown." Of course it is a commendable ambition in any father who would have his boy get on rapidly as possible; and of course each scholar should have an opportunity to do his utmost, no matter who falls behind.

But is it judicious to leave the whole matter to the purblind ambition of parents and children, and to the selfish wisdom of stirring book-publishers, whose business it is to make profits, and whose profits depend upon the amount of their business?

Last summer I visited a school in Auburn, of about thirty-five scholars, mostly small children; there were, if I remember correctly, no less than ten different classes in arithmetic. Large as was this number, it could not be called unusual for a school where the pupils are not graded. I feel certain that many of our country schools, with only their one teacher, achieve an equal success every year.

As for the graded schools, their triumph in this respect is yet more distinguished. To be sure, no single teacher of a graded school is perplexed with so many classes; but, counting the classes in the different grades, we find that the most ambitious of the schools having one teacher are left behind. Now the truth of the matter is, that an ungraded school really needs, so far as mere classification is of service, the same number of classes in arithmetic that a series of properly graded schools do. No less, no more. The same amount of arithmetic is required by the scholar, whether he is in a city or in a country school, and it should be taught from the same books, and in the same way.

But how many should the classes be? As a general rule there should be three, never more than four.

They should be constituted in a manner quite different from the present, which is vicious in the extreme. Now, all the scholars, with the exception of the very youngest, study pretty much the same things, since it takes but a short time to learn to apply the few and simple rules of arithmetic; the problems for illustration and practice grow more difficult, but no more serviceable, as the scholar advances from class to class and from book to book; that is all. Following this principle one could really set no limit to the number of arithmetics which might be made, each new book containing problems a little more difficult than those that went before, and each book requiring one or more classes for itself.

But this is not the true method to follow; the classes in arithmetic, as in all other studies, should be mainly arranged by topics. Each class should have its specific work to perform; each should give special attention to a certain part of arithmetic, not to the whole. With the widest allowable freedom, no class should ever more than glance at what lies beyond its own particular field.

When the work allotted to any particular class has been mastered by the scholar, as shown by careful examination, then, and not until then, should he be permitted to advance to the class above. If there is no class above, let him drop arithmetic and have done with it, a possible consummation which seems, as yet, to have entered the thoughts of very few people, since the boys and girls in our public schools are usually kept at work upon arithmetic as long as they attend school. But no scholar can become master of the work allotted to any class by going over the ground once; he should go over it again and again, occupying no less time at each repetition than when he first went over the ground. Though the time is the same, the labor may indeed be less. As for the scholar's zeal, that would be kept at a white heat by his desire to reach the designated standard of scholarship which would entitle him to advance to the next class.

By thus following the law of repetition, one of the most important laws to be observed in acquiring knowledge, discipline, and skill, pupils of greatly different degrees of attainment could be harmoniously kept in the same class; for, as already stated, it requires but a short time to learn the rules or methods of arithmetic, though one becomes quick and accurate in their application only by a vast deal of practice. Thus John would go over the work of the class for the first time, omitting, perhaps, the more difficult problems, while Thomas was going over it for the second time, William for the third time, and Henry for the fourth time even, not yet having attained the requisite rank for admission to the class above.

The special work of the first class should be the learning of simple addition, subtraction, multiplication, and division, with the writing of numbers of any magnitude, and the use of the plainest forms of fractions. The exercises should be both oral and written, the scholar using the slate from the very commencement. In a few weeks the scholar, unless he begin the study of arithmetic too young, as most children now do, can learn how to perform simple addition, subtraction, multiplication, and division; but he cannot become such a master as he should be of these simple rules, except with a vast amount of practice, which should be varied and relieved by numerous devices. As a general rule, scholars should not go further than this class in arithmetic until they are twelve years old. The work allotted to this class really requires more time and labor than all the rest of arithmetic.

The second class should give special attention to decimal and common fractions, to the different varieties of percentage, and to what there is of importance in compound numbers. The problems, both for oral and written solution, should be numerous but not difficult, and very little or nothing should be said about the reasons. This work, if not undertaken till the proper age, can, with proper instruction, be well done in one year by the average scholar.

The third class should specially attend to proportion, position, square and cube root; should make a special study of the philosophy of arithmetic,—for the reason has now sufficiently developed with age to undertake such work with advantage,—and should also perform numerous miscellaneous problems, illustrative of all the principles in arithmetic. Oral and written arithmetic should go together throughout, having no distinctive classes; and it is now, if ever, that the scholar should be drilled in that part of "mental arithmetic," so-called, which involves processes of reasoning. For the performance of the work thus allotted to the third class, nine months should be time quite enough.

As for text-books, the first class would not really need anything of the sort, though a small book of seventy-five pages, nicely illustrated, and having numerous sums for the slate, would not be specially objectionable, though, as a rule, text-books are worse than useless in the hands of small scholars. For the purpose of economizing time, the teacher should have a book of "dictation exercises," as they are termed. For the second and third classes, a text-book of 250 pages would be quite enough, or two of 150 pages each. A book of fifty pages, containing problems which involved certain geometrical and algebraic principles, but which admitted of an hybrid arithmetical solution, might perhaps be well for those who had first studied geometry and algebra. Its specially appropriate place would be in the high school, which, because of the slight attendance, is not yet really a part of the common-school system.

With these three legitimate classes in arithmetic, with corresponding text-books which should not cost more than $1.25, somewhat of money and a vast deal of time would be saved, while the practical knowledge of arithmetic acquired would far surpass the present amount. Why, indeed, should arithmetic be permitted to play the greedy tyrant, as it now does, in our schools, and to so little purpose? Aside from its four fundamental rules, arithmetic is of vastly less practical worth than those facts of geometry which can be so readily taught to the younger scholars, while the geometrical processes of reasoning are vastly better for the older scholars than anything which can be got out of arithmetic. C. B. S.

STATE UNIFORMITY OF TEXT-BOOKS.

"The want of system in our text-books is a serious evil, and one which seems to grow from year to year."—Mass. School Report, 1868. "The variety of text-books on the same subject is a great hinderance to classification and progress. The result" (of such variety) "is confusion confounded, the embarrassment of the teacher, and discouragement of the pupil. Instead of system, classification, and thoroughness, the teacher's time is wasted on a medley of text-books."—Conn. Report, 1868. Maine enters the same complaint. I have just returned from visiting a school of sixty scholars and thirty classes. "Why do you not have less classes?" I asked. "It is impossible, with so many different books," replied the teacher. Thus money is wasted over all the State, time is wasted, brain-power expended for naught, teachers worn out. The *fact* of needless expense and of waste of time and forces through variety of text-books is undeniable, indeed is allowed by everybody with whom I have conversed.

Who is to blame for this? Certainly not the book publishers. They are producers, and it is their business to dispose of their products. Their business is legitimate, and they are justified in using all legitimate means to dispose of their wares. If the people will buy, publishers will sell. If the people will allow themselves to be sold, the publishers have a right to buy them. I enter not one word of complaint against publishers or their agents, wholesale and retail dealers. The people or their agents, town-committees and superintendents, the purchasers are the parties in fault. It is useless and nonsense for people and educators to complain of variety and changes and exchanges of school-books, so long as they do not exercise the power inherent in themselves to correct the evils complained of.

All agree that "uniformity" is desirable. Publishers and dealers with whom I have communicated, with one exception, agree that "uniformity" is desirable. But how shall "uniformity" be secured? "Suggestions" and "recommendations" through committees and superintendents have failed, except locally. The "five year law" has failed. This law is virtually a nullity, as towns are making changes every week in direct violation of that law, and no one thinks or cares to procure correction therefrom.

I see no other way to avoid this evil except through positive legislative enactment, establishing "State uniformity" as in other States, the violation of such enactment to be accompanied by penalties or fines, to be added to the school fund, perhaps. Secure the proper books, or series of books, through a committee selected for this special duty. This committee might be selected from our best educators, in the colleges, or public schools, or in both, or the sixteen county supervisors, if such a desirable agency should be established, might be empowered to fix the "uniformity" contemplated. *But* after such "uniformity" has been settled in committee, the sanctioning power should be held by governor and council as a check on the way to any improper influences, and to give weight and authority to uniformity thus established.

In the selection of "text-books," both quality and cost should enter as elements for consideration. Neither should be sacrificed to the other.

The saving by "uniformity" would be considerable to the entire State. It would obviate "changes and exchanges," which now necessitate an extra expense. It would prevent the extra expense of purchasing new books, now really a burden to all the floating, laboring population. It would dispense with the "book agency," an expensive item in the introduction of books, thus allowing the publisher to furnish the public with books at less rates, and still with as large profit to himself. It would regulate the intermediate agencies of wholesale and retail trade, between the producer, the publisher, and the consumer—the public. In the Maryland report of 1867, I find "retail" rates range from fifty to 249 per cent above "uniformity" rates. I have been informed by a publisher that the people of Vermont pay the "uniformity" rate of sixty-three cents, versus retail price of one dollar, saving thirty-seven cents on the retail price, and nearly sixty cents on "uniformity" rates. Superintendent Swett, of California, reports, "I am confident that this single provision of the school law has saved to the people of the State, during the past five years, $50,000 in the purchase of books." This in a school population averaging less than 90,000 for the five years. Our school population is 225,200.

In simpler and more effective classification, the economy would be greater,—economy of time, economy of labor, economy of mental and physical powers. Says Superintendent Sewell, "four years ago the country schools were filled with an innumerable variety of text-books. There was no possibility of classification or systematic instruction. Now we have a uniform series of modern books with which teachers have become familiar; the schools are classified, and thousands of dollars are annually saved to the pockets of parents."

Educators, parents, people, the *remedy* rests in your hands. What will you do? The Superintendent of Common Schools cannot accomplish desirable results alone. WARREN JOHNSON.

WONDERS OF GEOLOGY.

NUMBER TWELVE.

THUS far we have traced the history of our globe till the close of the great coal period, after which the great Appalachian chain of mountains were raised to their present elevation. The tendency of this folding up of the rock was to form long and deep valleys, which were subsequently filled with sand and other materials from the naked rocks of the adjacent country. In this way the valley of the Connecticut River was filled up, and as these sands accumulated, they sank to a lower level over the thin crust of the earth in that vicinity, and there hardened into sandstone over an extent of 120 miles from the mouth of that river to the northern parts of Massachusetts, and a distance from five to twenty miles in width. As these sands settled down, there were outbursts of lava from the interior of the earth, which baked them into hard sandstones and crystallized schists. Veins of this lava, now called trapdykes, are abundant in these sandstones, and in some places they have formed hills and mountains. Mount Tom, Holyoke, in Massachusetts, and Bergen Hill, in New Jersey, were formed in this way. We had volcanoes and earthquakes in that period, the same as now exist in South America. Beds of gypsum, salt, heavy spar, and veins of copper ore are sometimes found in the rocks of this period.

New genera and species of plants now take the place of the old types of vegetable life so common in the coal period. Among these are the Cyædeæ and the Cypress family, the former of which was intermediate between the old tree ferns of the coal period, and the palm trees of later times. Newer types of shell-fish now appear, and fishes of the old types are nearly all gone, and instead of having the backbone extending into the upper lobes of the tail, it now terminates when it reaches the tail. Thus by means of the tails of fishes we have one of the great time boundaries in the history of our globe. The older type of fishes is called vertebratæ, and the newer type after the coal period the invertebratæ tailed fishes.

It was on the wet sands of the Connecticut River that huge amphibians and birds, which were created during this period, made their tracks that were afterwards covered with sediment, and which now, on splitting open these rocks, reveal these tracks in all their original character. More than 8000 of these tracks have been preserved in the cabinet of Amherst College alone. They are from one-fourth of an inch to nearly two feet in length. One has only to look at these tracks to see what were the inhabitants of this part of our continent during this period. There were no quadrupeds then. No bones or relics of man are found there, because the earth was not in a condition for man to dwell on its surface.

This formation is called the Triassic Period. It may be found extending across the southern part of New York and across Pensylvania north of Philadelphia into Western Virginia, a distance of 350 miles. It is found also in Nova Scotia, while Prince Edward Island is covered with it. The Rocky Mountains are flanked with it, and the Triassic sea flowed diagonally across England near its centre.

One range in this country is important from an economical point of view. It commences a few miles south of Washington, on the Potomac River, and extends twenty-five or thirty miles beyond Richmond. Near the latter city, it is 800 feet thick, and rests on the gneiss and granite. This bed contains twenty to thirty feet of bituminous coal, which is extensively quarried. Coal-beds also abound in this formation in North Carolina. You will bear in mind that coal *may* be found in all the formations after the true coal period.

In the Triassic we have the first indication of a Mammal. Prof. Emmons discovered the jaw-bone of a mammal in this formation in North Carolina, and bones of a similar species have been discovered in Europe. They nearly resembled the opossum of the Southern States in their general character. Thus we have shadowed forth the highest type of the animal kingdom which in future ages was to reign supreme on the earth. Thus one more evidence is before us that progress is stamped on every page in the great stone-book of nature.

N. T. T.

PRIMARY SCHOOLS.

We once knew a good old man, quite eccentric in his way, but a very sincere and efficient friend of education, who used to say that he expected the kingdom of heaven would come here upon earth through our common schools. He has long since passed from earth, but it is possible that there are some of this day and generation who entertain similar expectations. Be that as it may, those who are at present tolerably familiar with the present state of education among us, will pretty generally admit, that, after making all due allowance for the many excellences of our schools, considerable time must elapse before we can reasonably expect to see in that direction any special millennial manifestations. Our schools are better, it is true, than they used to be, the positive assertions of some people to the contrary notwithstanding; but there is a Herculean task to be performed before they will become what they ought to be, or what the demands of the age require. Many errors must be abandoned and excrescences lopped off, before the growth of our system can be healthy and rapid. Most of all is the work of renovation and reconstruction needed in our primary schools; and that especially for two reasons: The first steps in education are the most important; and less has been done to improve primary schools than those of other grades. We have gone on repeating old errors and practices, and adding blunder to blunder, without any very systematic efforts to make improvements, or to get upon the right track, from which we have long been going astray. Like a considerable portion of mankind (*not* including wide-awake, restless yankees) we have been too well content with what has seemed to us "pretty fair, after all." We do not say that our primary schools are wholly bad. They certainly are not. They have been the germ of a noble feature in our school system. But our complaint is, that they are not as good as they ought to be, or as they may well be.

One of the greatest mistakes in the management of primary schools is the employment of incompetent and inefficient teachers, in accordance with a prevalent opinion, often expressed, that anybody, almost, is good enough for a *primary* school. This fallacy has been the cause of many shortcomings in our schools. Mere boys and girls, without any maturity of judgment, and wholly ignorant of the philosophy and methods of education, and often with the most imperfect education, have been installed as teachers, because some friend, in his short-sighted kindness, was willing to do them a favor by giving them an opportunity to earn a precarious livelihood in the business of school-teaching. Sometimes teachers, not so young in years, but equally unqualified in other respects, are employed and continued in the same kind of service. Generally two reasons lead to the employment of such teachers. They are willing to work for low wages; and the school is "only a primary school," or a school with "small and backward scholars." We insist upon it, that New England people, among whom we generally expect to find good strong common sense, have not used the same good judgment in this matter which they are accustomed to use in the other affairs of life. The school-tax in this country has never been what may be called a burdensome tax. In other words, the people have never been very sorely pinched for means to carry on their schools. Now it is not often that men in the business of life, who have means to carry on their business, consider it economical to employ poor and inefficient workmen even at a low price. Such workmen are in the end the most expensive who can be employed. The product of their labor, both in quality and quantity, is always inferior; and not in proportion even to their meagre compensation. Good workmen for good pay, is the shrewd business man's policy. The importance of the work to be done in primary schools (or in the lower classes of mixed schools, which are to be regarded in the same light as primary schools) is too great to be risked in the hands of incompetent teachers. The owner of a valuable horse will not take him to be shod to a bungler of a farrier; neither do we intrust a good watch for repairs in the hands of a mere tinker. Why, then, do we place young and incompetent teachers in those schools where the first and most important steps are to be taken in the training of the immortal mind for its high mission and destiny? It requires a well-trained mind, good judgment, rare tact, and a disposition eminently kind and sympathetic to manage and instruct, with the highest success, a primary school. The improvement of schools of this grade, and consequently of every higher grade, will then absolutely demand that a higher order of mind and qualifications shall be employed to take charge of them. In those portions of our country where the greatest improvement has been made during the last twenty years in schools, this necessity has been fully recognized and acted upon. In Germany, where the elementary instruction is of the highest order, the same policy has been pursued, and, as is well known, with the most gratifying success. In one of the states of that country, some years since, a successful school-teacher, of middle age, was accustomed to express his political opinions a little more freely than was agreeable to the ruling powers; and as a punishment he was degraded (?) by being compelled to teach a primary school. But he was not a man capable of degradation by any such process. He applied himself to his task with his whole soul, and became as enthusiastic in teaching small children as he had previously been in the higher grades of the profession. His eminent talent soon brought the school to a degree of excellence that made it conspicuous not only in his own city, but throughout the whole province. From far and near distinguished visitors came to visit the model primary school taught by a professor! Give us, then, not the poorest, but the best teachers for our primary schools.

The school-rooms and furniture, and other arrangements of primary schools, are often very poorly adapted to the comfort and convenience of the occupants. The health of children suffers in consequence. They breathe bad air, sit upon uncomfortable seats, are warmed too much or not enough, and suffer various other ills that primary school children are "heirs to." It may be that some of them are no better off for the conveniences of life at home; but it should be remembered that there they enjoy that freedom so natural and necessary for children, and are not compelled for hours together to sit in positions both uncomfortable and unhealthy. If the causes of ill health could always be directly traced, how many ill-shapen forms, shattered nerves, and diseased systems would be charged to the culpable ignorance and neglect of the school-room!

The length of the daily sessions of schools is too great for small children. When we consider how full of motion children are, and how almost impossible it is to keep them still at home for any considerable length of time, is it not passing strange that committees will insist upon making the session of school as long for them as for those pupils from fifteen to twenty years of age? There is but one thing more strange, and that is that *parents* will *allow* their young children to be kept so long in school. But we are wrong here, and must make one more exception. The strangest of all is, that parents will resolutely and stubbornly *oppose* the reduction of the length of the school session!

One session of the usual length, per day, is enough for primary children; or, what would be perhaps quite as well, a session of two, or two and a half hours in the forenoon, and one of an hour and a half in the afternoon. Experience has proved that children will learn more and be healthier with short sessions, than they will when kept in school for full six hours according to the old stereotyped custom. But the trouble is, many parents want to keep their children out of the way as long as possible. If that is the principal object, let public nurseries be established, and be called by their right names; but primary schools should be managed with due regard to the healthful development of the bodies and minds of children of young and tender years.

In the general management and instruction of primary schools very grave mistakes are made. It is certainly a great mistake to attempt to govern small children by the same methods used for older persons. Yet this is often done, especially in mixed schools. Equally ill-judged is it to suppose that such children can do much in the way of study or of recitation, as those terms are generally understood. In such cases we need less of books and more of real instruction. We should like to develop this idea by detailing the philosophy and methods of primary instruction, but such a course would make this paper altogether too long for the usual variety necessary in the articles for the JOURNAL. The course we would pursue is briefly this: By means of a little study, short and lively exercises in reading and spelling, frequent recesses, or free gymnastic exercises, drawing and printing letters upon the slate and blackboard, singing, and much oral instruction in the form of object-lessons, children may be kept constantly fresh, and be made to engage in all the work of the school-room with the zest that characterizes them upon the play-ground. Instead of the dislike which children often acquire for the school, they will eagerly engage in all its duties; and in place of the terrible torpor which so frequently broods over the school-room, we shall find vivacity and activity everywhere predominating. There are a few schools conducted upon this plan, sometimes under the name of the *Kindergarten*, though but few institutions of that kind in this country have the essential features of schools of that name in Germany. Perhaps we cannot do better than to give here, in substance, a programme prepared several years since by a primary school-teacher in Boston, and published at that time in the Educational Journal of that State.

PROGRAMME OF EXERCISES FOR ONE SESSION OF AN ALPHABET SCHOOL.

9.00 to 9.10—Devotional Exercises.
9.10 to 9.15—Counting and tables in addition.
9.15 to 9.20—Naming and giving powers of letters.
9.20 to 9.25—Pronouncing words from the board.
9.25 to 9.30—Spelling and analysis of same.
9.30 to 9.35—Physical exercise.
9.35 to 9.40—Sitting still.
9.40 to 9.45—Distribution of pencils, etc.
9.45 to 10.00—Drawing letters, words, figures, and forms.
10.00 to 10.05—Standing up, marching, etc., etc.
10.05 to 10.25—Class and Individual recitations.
10.25 to 10.30—Preparation for recess.
10.30 to 11.00—Recess.
11.00 to 11.25—Class and Individual recitations.
11.25 to 11.30—Exercise, singing.
11.30 to 11.40—Oral instruction, etc.
11.40 to 11.45—Collection of pencils, etc.
11.45 to 12.00—Preparation for dismission, etc.

This will give the inexperienced teacher an idea of what can be done in the way of making the exercises short and varied. The teacher herself, must of course be a worker and full of animation. Blackboards, maps, charts, globes, and other apparatus will be of great service in such teaching. Everything should be done promptly and with accuracy; sing-song tones should be broken up, and bad pronunciation corrected, as well as bad habits in sitting and standing, and indeed of every kind.

And now will some of our teacher readers who are not satisfied with their humdrum way of doing their work, take the above hints and put them in practice; and then send us the result of their experience, whether that experience be successful or otherwise.

A. P. S.

MINERALOGY IN OUR COMMON SCHOOLS.

WHY SO MANY YOUNG MEN LEAVE THE FARM.

Why is it that so many of our young men leave the ancestral farm? Why is it that they find so few charms in the cultivation of the soil, and so many charms in other kinds of labor?

Dr. Johnson to the contrary, I believe that man is, by nature, a working and not a lazy animal. But while he loves work, he hates drudgery, upon which Beecher tells us the curse was pronounced, and not upon work.

Now, it is because cultivation of the soil has become drudgery for them, that so many of our young men leave it for other pursuits, not because they care for soft, white hands, or would exchange a busy for an indolent life. But why is there to-day more of drudgery about farming in Maine than there was forty years ago? Because the manner in which it is generally conducted does not harmonize with the modified condition of things. All work, whether of body or mind, must change as the times change, or it will be converted into drudgery, however pleasant it may once have been. Stage-coaches converted foot locomotion into drudgery; railways did the same thing for stage-coach locomotion; while modern modes of thought have converted into the stupidest drudgery all speculations about the homoousian mystery and the philosopher's stone, which once afforded such activity and pleasure to the minds of men. So it is with the cultivation of the soil; that must change as other things change, or, becoming drudgery, it will fall into disrepute and neglect.

Within forty years the general condition of things in this country has greatly changed, but there has been no equal and corresponding change among farmers, as a class, in the manner of cultivating the soil. Hence this cultivation is, for so many young men, drudgery and not work, and hence they flee from the farm as from a dungeon. The same is largely true of the domestic labors of woman upon the farm.

Let us glance at the present situation. There is the newspaper, each week and each day telling of the universal commotion in the world, telling of actual marvels which rival the fabricated ones found in the Arabian Nights. This keeps the youthful mind in a constant fever. But the newspaper cannot be put aside; it is a part of the new order of things. Then there is the steam-car, emulating the enchanted horse, or the magical carpet of Solomon, or Baron Munchausen's eagle, to bear the young man away from the farm. Thus locomotion is made easy. But the railway is a part of the new dispensation, and must be endured, whether the farmer changes his coat or not with the changing times.

There are yet other influences, little heeded, which tend to disrupt the ties binding young men to their rural homes. At school, the farmer's boy is taught nothing about the soil he is to cultivate, nothing about the fruit he is to grow, nothing about the animals that must receive his care. Nearly all he learns under the school-house roof is foreign to the labors of the farm, and tends rather to produce disgust than love for agriculture. .Take the usual reading-book, for example; from that he learns little or nothing which bears upon the life of the farmer. His geography, like the newspaper, carries his thoughts almost wholly away from home, and, with its pictures and reports of foreign lands, still further inflames his imagination. Then arithmetic makes him more or less acquainted with the different varieties of traffic; and so much time is devoted to this study that he naturally concludes that any employment which involves arithmetical calculations, must possess a peculiar charm and dignity. Add a few grammar bones, and we have about all the intellectual food that boy or girl now obtains in our common schools.

When the boy is out of school, upon the farm, he simply learns how to swing the scythe, to guide the plow, to shovel, rake, and hoe, to chop wood and build fences. It is all bone and muscle work; there is nothing intellectual about it, nothing to stir and please the imagination.

Then consider the soil from which the boy, grown to manhood with such an education, must obtain his bread, if he sticks to the ancestral acres. The probability is, that its virgin powers have been largely exhausted by the unskillful culture of his fathers, and so he, no more skillful than they, must struggle much harder to secure a comfortable living in the present, and to provide for that "wet day" which is always lowering in the future. He knows of no way to compensate for the loss of fertility except by an additional application of bone and muscle.

Under these sundry and evil circumstances is it at all wonderful, that, for so many of our young men, work upon the farm is converted into drudgery? Is it wonderful that they conclude there must be something better elsewhere, and so desert the farm, thereby diminishing the products of the earth and making it more difficult for all to get bread? For one I do not think it wonderful, and see no reason for attributing such conduct to a dislike for work. Indeed I believe that, as a rule, it is the more intelligent and stirring who thus abandon the farm, and not, as a rule, the more indolent in mind or body; and for this reason I believe that the farmers of Maine, as a whole, do not stand to-day so high in natural capacity, either physical or intellectual, as did the farmers of forty years ago, when there was so much less desertion from their ranks.

But what is the remedy against the present desertion of the farm? Doubtless it does not lie in any single thing. Perhaps time alone, with its sort of rhythmical progress, the impulse now manifesting itself here, now there, not according to human forethought, but according to divine law—perhaps this alone can work an effectual cure.

One thing is certain, however; more intelligence must be put into the cultivation of the soil, and with a double purpose in view: 1. That bone and muscle may be able to accomplish better results. 2. That the imagination may be able to clothe the farm in beauties which no foreign charms can countervail. It is not enough simply to increase the rewards of labor; for large pay one will do disagreeable work, but the magnitude of the return does not make the work itself agreeable. It is the divine imagination which glorifies work and lifts it out of the realm of drudgery, whether for painter, poet, or farmer. It is the imagination alone which gives to the Duchess greater charms than to the country maid. As to what philters it employs we need not stop to make special inquiry; we need only observe that the same philters are not equally potent at different times. At this time I feel certain that more intelligence should be put into the cultivation of the soil, which would not only make the cultivation more profitable, but more agreeable. Brutish drudgery would then largely disappear, cheerful work taking its place. Those young men, reared upon the farm, who had a marked tendency toward another pursuit, or were impelled by exceptional influences, would then leave the farm, just as they always should; but the other deserters would be far less numerous than they are to-day.

The education which must give this intelligence cannot be left to the agricultural college; then only the few would be reached; it must begin with the youngest children in the common school.

All are aware that, unless the natural bent is very strong, the after life will be, in great measure, determined by early education. For this reason the religious teacher, whether Christian or Pagan, whether Catholic or Protestant, struggles for control of the child that he may preoccupy his mind before he is old enough to form opinions for himself. Now and then there is a child of such positive tendency that he will yield to no educational restraints whatever; he must follow the bent of his genius, otherwise live and die miserably. But this is not the universal law; early education modifies, in great degree, the natural tendency of most men. Early education, however, should harmonize, whenever possible, with the original bent of the child, that none of the force of nature or of art may be lost.

As already shown, his early education tends to carry the young man from the farm, though he has lived upon it all the days of his childhood and youth, though he cannot leave it without severing the strong ties of home, though he must submit to a new and oftentime disagreeable pupilage in changing his vocation. It is this early education which must be modified, and mainly by the introduction of new elements, for it cannot be abolished without abolishing our civilization.

Fortunately, nothing is better adapted to the capacity of children, nothing can be made more charming to them than instruction in those things which make known the facts, the beauties, the wonders, and the laws of nature, a knowledge of which is involved in the most intelligent and most successful management of the farm, with its fields, its flocks, and its orchards. What centers of profit and delight earnest teachers, themselves well instructed in nature, could make of every school-house among the hills and valleys of Maine! On every side each teacher would find a museum of trees, flowers, grains, grasses, fruits, animals, soils, and rocks. In giving his lessons he would have the very objects before his pupils, objects they now pass heedlessly by, because there is no one who can interpret for them their full meaning, and thus invest them with charms which they fancy can exist only far away under strange, utopian lights. Then, too, the teacher could call to his aid books like Hall's "Alphabet of Geology," Harris's "Insects Injurious to Vegetation," or Hooker's "Child's Book of Nature," which contains so much of wisdom and delight in language so simple. It is indeed nothing but the most criminal indifference which permits the present mode of education in our common schools, with its vast abominations, to continue.

When I began this article it was my main purpose to say a few words with regard to the study of mineralogy in our common schools, and with regard to its text-books. If it is not altogether too late, I will do so now.

For the farmer, mineralogy is one of the most useful studies, if properly taught, which can be put into the common school; while it has pleasure and profit for all, and so none should be without a general knowledge of the revelations which it makes.

Mineralogy can be studied at the earliest age, even before reading or arithmetic can be prosecuted with any great advantage. Its first appeals are all made to the perceptive faculties and to the verbal memory, both of which are so active in childhood. Rocks are distinguished by the forms of their crystals, by their cleavage when split, by the character of their fracture when broken, by their colors and the play of the colors, by their surface which may be glassy, satin, silky, or opaque, and by their weight and degrees of hardness. Then there are confirmatory chemical tests. While the eye and the hand are learning all this, the memory readily stores up the names. Childhood is the time for learning these numerous facts with the greatest pleasure, while the classifying, the wider deductions, that which perfects the science, may be put off to a later day. It is an inversion of nature, this deferring the study of mineralogy until the boy is in college; for then the accumulation of the facts, lying at the base of the science, a work which would be a pleasure in childhood, often proves, for the adult, nothing but drudgery.

As to the text-books, it seems to me that each county should have one for its special use, thus localizing the study in its application, and making it more readily available for the purposes of agriculture. This need not contain more than two hundred and fifty pages. It should give an account of all the rocks and soils in the different towns in the county, designating the exact spots where such and such specimens may be found, and should set forth the mode of analyzing and testing these rocks and soils. To what is specially of a local nature, should be added a certain amount of general information, enough to render the study of service wherever the scholar may go in subsequent life,—enough to enable him to prosecute it far as he may wish at any time after he has left the school behind. We have enough men in the State, like Dr. True, Geo. L. Vose, Professor Brackett and Geo. J. Varney, who could prepare these text-books for the different counties.

Then each school should have suitable apparatus and chemicals, which need not be very expensive, for conducting the analysis of rocks and soils, and with the use of these, all the scholars should be made thoroughly acquainted. This may seem very formidable to many, but it is nothing of the kind.

In this way the important study of mineralogy would be brought right home to every scholar, right home to the farmer in its application to business, which is the only way to convince him that it is of any value. You must commence to apply from the moment you commence to study, fail to overcome the farmer's incredulity. And it is this application which will also give to the study its highest charm for the scholar. There is, indeed, nothing in which children so much delight as in applied knowledge, whether it relate to mineralogy, geometry, or whatever else.

Mineralogy thus studied in our common schools would, I feel certain, greatly tend to exalt agriculture; would, by rendering it more profitable, render it less laborious; and would surround it with charms which would help to lift it out of the dreary realm of drudgery. I feel certain that there would be no objection to the study of mineralogy, as I have indicated, in our common schools. So long, however, as the natural sciences are studied rather for esthetical than for practical purposes, so long the farmer will protest against them. So long as botany means a mere analysis and classifying of flowers and the preparation of herbariums, so long as mineralogy means a mere cataloguing and description of "specimens," these studies, so serviceable when properly conducted, will find no grace in the eyes of practical men.

C. B. S.

THE PUBLIC SCHOOLS OF LEWISTON.

The public schools of the city of Lewiston are attracting so much attention, not only in view of the great progress which they have made, but also on account of the improved system which those who have them in charge are aiming to carry out, that some account of their organization and plan of study may serve to stimulate other communities to move in the same direction. No special efforts were made to elevate the standard of the Lewiston schools above the unsatisfactory condition in which we find so large a proportion of the public schools of the State, until six or seven years since, when an act of the Legislature was obtained consolidating all the school-districts of the city into *one* district, and giving the superintending school committee all the powers of district agents, as well as of committees. From that hour there was a marked improvement in the character of the public schools of the city; and plans were inaugurated which have resulted in securing school-houses that are a credit to the city, and such a public interest in the cause of free schools, as has cheerfully seconded the liberal plans which the school board are devising to make the Lewiston schools second to none in New England.

The schools of the city are under the direction of a school board of fourteen members, one-half of whom are elected annually. They hold regular monthly business meetings, and also meet the instructors of the various schools every month for the purpose of hearing their reports, explaining the work required of the teachers, and discussing the best methods of governing, instructing, and training pupils. The board have standing committees on the high school, grammar schools, intermediate schools, primary schools, and rural schools; and also on teachers and instruction, text-books and school appliances, school-houses and repairs, accounts, etc. It is contemplated at an early day to have a general superintendent of all the schools, who shall act under the direction of the school board; but for the present the only assistance that the members of the board receive in their duties is in the superintendence of the primary and intermediate schools, over which Mr. J. S. Barrell, the accomplished principal of the grammar school, is placed. Fortunately, such is the interest in the public schools, that many of the most influential citizens accept positions in the board, and devote much time to advancing the interests of education in the city.

As at present organized, the public schools of the city have four grades,—primary, intermediate, grammar, and high schools,—in addition to the mixed grade for such schools as are in the rural portions of the city, where the scattered population makes it impossible to classify the scholars. The primary grade is divided into three classes, the intermediate into three, the grammar into three, and the high into four,—each class occupying a year in completing the studies assigned, thus requiring thirteen years to complete the full course. A small proportion of scholars complete the course in twelve years, and many require fourteen years. It is proposed to abolish the intermediate grade, and add one year to the grammar grade course, and two to the primary course. Should this plan be carried out, there would be the primary grade of five classes, with five years' study; the grammar of four classes, with four years' study; and the high of four classes, with four years' study. The plan requires the close classification of all the schools, so that each one may have scholars all at the same stage of advancement.

The school-house system which has been adopted facilitates this close system of classification, which is so essential to the highest success of graded schools. Four or five favorable points, in different parts of the city, have been selected for school centers. Here large areas of land have been secured, and spacious brick edifices have been (or are to be) erected, each containing from ten to fifteen school-rooms, with halls, play-rooms, and other conveniences. Each one of these edifices accommodates the primary and intermediate scholars for an extensive circle, and at the same time affords all the conveniences for closely classifying under one roof at least five hundred scholars, from four to ten years of age. A large hall in the building furnishes ample room for bringing the pupils together for general exercises. Experience has shown that the objections of parents to having their young children go to different school-houses, and other serious obstacles in the way of classification where school-rooms are at a distance from each other, can be obviated in no other way; and that the difficulties supposed to exist, when large school buildings are constructed, are easily obviated in practice. The grammar schools of the city are also all placed in one large brick building, under the general superintendence of the principal. The grammar school building is probably the most complete edifice of the kind in the State, and was erected and furnished at an expense of $60,000. A recently constructed primary building, with ten school-rooms, a large hall, a play-room, and a ward-room, cost, all furnished, about $30,000.

The plan of study and instruction for the primary schools makes oral and object-teaching a specialty. Extensive use is made of wall-cards of every description, of the series of Boston slates and Harper's school slate (with one of which every pupil must be supplied), and of the blackboard. Drawing upon the slate plane figures, printing letters and figures, and in the third year script-writing upon the slate, are made special exercises. Arithmetic is taught by objects, and teachers are required to constantly illustrate every thing taught so far as possible by visible objects. Physical exercises are to be taken up whenever the pupils show signs of restlessness, and frequent recesses are allowed. Teachers are expected to take every opportunity to impress upon the pupils the value of good habits, correct principles, and courteous manners. This is to be done by occasionally reading to them attractive stories, and taking advantage of every-day incidents. Abstinence from the use of profanity, intoxicating liquors, and tobacco, is specially urged upon all pupils.

In the intermediate schools, geography, written arithmetic, the familiar facts of geometry, script-writing with the pen, drawing, and the writing of descriptions of familiar objects, to familiarize the pupil with the use of language, receive special attention. Here, also, the pupil is led into the attractive field of natural science by reading, volume by volume, Hooker's Child's Book of Nature, and by conversing with the teacher about the familiar and instructive facts which are so full of interest even to a child's mind. In the last year of the intermediate grade,—the sixth at school,—the pupil takes up Berard's Child's History of the United States, in the same manner that he has pursued his investigations in nature, not as a study, yet with even better results than could be obtained by making it a special study. All this time, too, the subject of morals and manners has been specially presented, by the occasional reading of a small work provided for the purpose, with copious illustrations by the teachers.

Music is systematically taught in every graded school in the city by a competent teacher, who gives two lessons of half an hour each per week to every class. This has been recently introduced, with the happiest results thus far, and with the promise of not only making nearly all the children of the city able to read music, almost as well as they read the printed page, but also of increasing largely the efficiency of the schools in other directions. Singing has always been a frequent school exercise. Drawing is a regular exercise in every school, and map-drawing is regarded as an essential part of instruction in geography. The plan of instruction tends to greatly reduce the time usually devoted to arithmetic and grammar, and to employ the time thus saved in obtaining a knowledge of the familiar facts and principles of the natural sciences and geometry, the practical use of language, the leading points of the history of our own country, drawing, and music. In studying arithmetic, little time is devoted to mental arithmetic, until the pupil has entered the grammar schools, and none is even there devoted to arithmetical puzzles. The aim, in the grades below the grammar, is simply to make pupils ready and accurate in combining numbers, and familiar with the use of the four fundamental rules of written arithmetic. In geography, there is no attempt to crowd the mind of the pupil with a multitude of dry details, but simply to present a few leading facts enlivened with such general illustrations as will serve to fix them in the mind. Even in the grammar and high school grades, the plan of study contemplates a more general introduction of such branches of study as have more immediate reference to the practical duties of life, in the conviction that none surpass them as mental discipline, while none equal them in utility. Both the grammar and high schools are supplied with all needed reference books, and the latter with the most extensive chemical and philosophical apparatus of any public school or academy in the State.

In the attention which is being given to moral and esthetic culture n the public schools of Lewiston, there is a feature which ought to be generally imitated. There has been a tendency to forget that the work of education is only half done when the intellectual faculties are alone disciplined, and that a worthy and aspiring character is of far more importance in human life than the highest triumphs of mind. The injunction of the school board of Lewiston, is that the teachers in their public schools shall make them a training-field for the achievement of moral, as well as of intellectual successes. Teachers are required to uniformly set an attractive example of graceful and refined demeanor, and rigidly insist on good manners in their pupils. The virtues of temperance, truth, avoidance of profanity, and of the use of tobacco, are not only daily inculcated, but the pupils are encouraged to pledge themselves to avoid the first steps which lead to vice. While the teachers are not forbidden to use corporal punishment as a last resort, yet its employment is discouraged, and is rarely found necessary; and when employed, the character, extent, and cause must be reported to the board.

The census of scholars taken in April, 1868, made the whole number in the city four thousand one hundred and sixty-five (4,165), of whom there were 2,600 of American parentage, 1,258 of Irish parentage, and the remainder of other foreign nationalities. The increase of the number of scholars in 1867 was over six hundred. There were twenty-seven hundred and seventy (2,770) scholars in attendance on the schools at least four weeks during the year, or about 67 per cent of the scholars of the city. The fact that nearly fourteen hundred scholars in the city were not in attendance on public schools open to them at their very doors, and that, too, in a city where the interest in public education is unusually great, indicates an alarming indifference of parents and guardians in a matter of vital importance to the State, and calls loudly for some legislative remedy. There are in the city 1,754 scholars under ten years of age, 1,293 between ten and fifteen, and 1,118 between fifteen and twenty-one. The scholars reported in attendance on the public schools of the city during the school year commencing September 1, 1867, and ending September 1, 1868, were distributed as follows: In high school, 83; five grammar schools, 239; six intermediate schools, 370; sixteen primary schools, 1,196; fourteen rural schools, 470. During the present school year, there are being maintained one high, six grammar, seven intermediate, sixteen (soon to be increased to twenty) primary, and fourteen rural schools.

All the schools of the city have two terms during each school year, each term being broken by frequent holidays, and a two weeks' vacation. Both terms give forty-two weeks of school to the high school, forty weeks to the grammar schools, thirty-eight weeks to the rural and intermediate schools, and thirty-six weeks to the primary schools. The principals of the high and grammar schools are gentlemen; all the other teachers,—forty-five in number—are ladies. Teachers of the primary, intermediate, and rural schools are paid from seven to eight dollars per week. The assistants in the high and grammar schools, receive a more liberal compensation. The policy of the managers of the schools is to employ the best teachers attainable, to whom they are ready to pay the most liberal compensation. Indeed, the appropriation by the city of twenty-three thousand dollars for public schools for the year 1868–9,—five dollars and a half per scholar, three dollars per inhabitant on the census of 1860, and nearly two dollars per inhabitant on the actual population of to-day,—affords sufficient evidence that the citizens of Lewiston desire that "liberal things" should be devised in whatever pertains to the education of her children, realizing that every dollar thus expended, will in due time secure a bountiful return.

In thus giving some account of the organization and plan of study of the public schools of Lewiston, we have in some cases set forth what their managers are aiming to accomplish, rather than what has been already fully attained,—conscious that there is yet room for great improvement, and confident that the progress thus far made will only serve to stimulate greater efforts to increase their efficiency in the future.

N. D.

METHODS OF THE OSWEGO SCHOOLS.

Since these schools have achieved a certain degree of reputation on account of peculiar methods of instruction, we propose to sketch briefly some of the principles underlying these methods.

Perhaps there are none who do not recognize the fact, that that education is the best which develops the faculties of a child to their fullest extent, teaches him to use them independently and accurately, gives him the greatest amount of practical knowledge, and, other things being equal; does this in the shortest time. These are the most important objects of education. How best to accomplish such objects is a question which has engaged philosophical minds in all ages. According to the old method, the child upon his entrance into school is given tables, definitions, formulas, and rules to learn by rote. During the years previous to his entering school, he has learned entirely through the use of his perceptive and imitative faculties. He has learned words, it is true, in this time, but not meaningless ones to him; he has an idea for every word he utters. Consciousness that there are other persons beside himself, that there is a distinction between objects, has given him the idea of number. He obtains ideas of color, form, size, weight, and, impelled by curiosity, has discovered the qualities of things; he has a restless desire to find whence things come, and of what they are made.

Why should this method be reversed in schools? Is not God's order the best?

Rousseau in France, Bacon and Locke in England, saw the fallacy of the methods then in use, and invented the most beautiful theories of education, which no French or English school put in practice. They saw that memory was not the only faculty to be cultivated; that words are the servants of ideas, not their equals or superiors; that the faculties of the intellect matured at different times, and consequently, that subjects might be much more easily mastered, when taken in an order depending on the successive development of these faculties, than when pursued in a different order. To the German, Pestalozzi, belongs the honor of first putting these theories into practice. The principles upon which he founded his school were something as follows: first the idea, then the word; the concrete before the abstract; particulars before generals; the known before the unknown. In carrying out these principles, Pestalozzi was careful never to violate the laws of mind or of childhood, but endeavored to cultivate the faculties in the order of nature. He never did for the child what the child, by reasonable efforts, could do for himself,—never said for the child what the child himself could express. He reasoned correctly, that committing to memory the ideas of others or their expression of them, gave but little culture. Hence, when the child came to him, fresh from home and nature, he still allowed him to exercise his own thoughts upon objects within the scope of his intellect, and to express these thoughts in his own language. If these thoughts were erroneous, or their expression faulty, then it was the business of the teacher to lead the child to see their inaccuracy and to aid him in correcting them, so far as necessary.

The principles and methods above briefly stated, are those upon which the Oswego schools are conducted. The term "object-teaching" is often erroneously used, not only being applied to teaching whose principles are neither logical or truthful, but also being used in a far too limited sense. Properly, it refers to that method which places the thing before the idea, the idea before the word. Thus used, it not merely applies to the method of a series of "object-lessons," but to a method which may and should be pursued in every branch taught in our schools; geometry and algebra, as well as arithmetic; Latin and Greek, as well as English grammar.

As a specimen of what sometimes passes for "object-teaching," we close with the following lesson which we give verbatim: The teacher reads from a manual of object-lessons, "Water is a liquid;" the children, swaying to and fro, sing out, "*Water is a liquid.*" Teacher—"Water is transparent. Children—"*Water is transparent;*" and so on through the properties of water.

Every principle of true education was here violated, the children discovered nothing for themselves, said nothing for themselves, and went away no wiser than they came. The result would have been different, if a method somewhat like the following had been pursued.

The teacher comes before the class with a glass of water in her hand. She pours it out slowly, and asks the children what they notice of the water? It drops or falls in drops. Because it falls in drops, we say it is a liquid. What do we say it is? Children—A liquid. Teacher—Why? Children—Because it falls in drops. She may also lead them to say it is a liquid, because it easily changes its form and wets their fingers. She then drops a penny into the water, and asks the children what they see in the water? Children—A penny. Teacher—Because we can see the penny in the water, we say water is transparent; what do we say water is? Children—Transparent. Why? Because we can see the penny in it. Teacher then by other experiments, and by appealing to their experience, leads them to see that they can see a great many things through water, bringing them thus to a general statement, given in the child's own language. A similar method is pursued in regard to the other properties of water. At the close of the lesson, the teacher calls upon the children to tell of what other liquid he knows, appealing to his memory. In this single lesson, perception, imagination, memory, and language all become stronger and quicker. The child has done and said for himself, and therefore has been interested. His vocabulary has been enlarged, his observation has become more acute, and, above all, he has come one step nearer to that important result of education, the power of classification and generalization. * *

Oswego, N. Y.

IS THERE A BETTER WAY?

THAT there is a wider spread dissatisfaction with the results usually attained in our schools, all must admit; that there is much cause for this dissatisfaction, few will venture to deny. For the bettering of our too low estate, various plans are proposed, most of them plausible, many of them really good, some quite impracticable in our present state of existence.

More satisfactory progress would be made toward an improved condition of things, if teachers and school officers were more persistent and practical in the endeavor to improve one thing at a time. We are too much given to planning comprehensive schemes which are at once to right all wrongs, and make all old things new, and then waiting for the scheme to work. It may be questioned whether reforms have ever been effected in this way.

In view of present short-comings in our educational work, I have no such comprehensive policy to suggest; but there are perfectly practicable ways, it seems to me, for making supervision of schools more efficient, and instruction more interesting and profitable, and of some of these I will speak.

In every school, or system of schools, the first thing to be settled is the amount and character of the work to be accomplished in a given time. In all graded schools courses of study are prescribed, but in almost all cases the prescription goes no further than naming the subject, the book to be used, and sometimes the number of pages of the book to be learned each term. This is well, but it is only a step in the right direction. Some of our text-books are so written that they can be successfully used in this way, but most of them are made for a market, and for the widest market possible. Hence their encyclopædic character. In very many cases, even of pretty good books, a part only, in some cases a very small part, is adapted to a particular school. The result of fitting our work to the book is what we might expect. One book is tried until its imperfections are clearly manifested, then another, with a similar ultimate result. And the change of books probably results in a change in methods of instruction. This may be pleasant for rival publishers, but it is death to the children. If, working as now, we wait upon the motions of the bookmakers for the improvements we desire, we must needs be patient.

And we need not wait. *Method* is wanted. The book must come to the teacher, not the teacher to the book. We must make our courses of study on a different plan: 1. The best possible selection of studies. 2. A careful topical arrangement of subjects for each study. 3. Directions, as specific as may be, in regard to the best methods of instruction.

It must be borne in mind, the selection of branches of study will depend somewhat upon the circumstances attending each special case; that there is a natural sequence of studies, and an order of development for each, necessitated by the mode of mental development, and by the laws of thought, which cannot be departed from without serious loss; that of the many facts pertaining to each department of human inquiry, a comparatively small number are suited to purposes of instruction, and that the greatest care must be exercised in selecting those appropriate to elementary training; and, finally, that every step in the educational process must be viewed in its relations to the whole course.

So much for the work; now for the tools. I speak of the books. If the work has been wisely laid out, it will be difficult to find these. We can only take those which approach nearest to our standard, and then omit, cut down, and supplement, as the case may require. It may be thought that it would be much better to have books prepared containing just what is to be used and no more. If we are to teach by pages, this is necessary; if by principles, it is not so essential. For young scholars, I like small books; for advanced pupils, I prefer to select from pretty complete treatises. The masters are more interesting, and usually more easily understood, than the men of scissors and paste; and if the teacher would achieve the highest success, he must go to the masters, to the original authorities.

Many very evident advantages attend this mode of organizing school work:

It simplifies the book-agency business. The teacher or school officer has in mind a definite standard by which to judge any book presented for his examination, and its adoption must depend upon the degree of its approximation to that standard, and not upon the smooth tongue of its advocate.

It frees the teacher from bondage to the text-book, which becomes the basis, not the sole means, of instruction, and thus makes his in struction flexible. A new discovery, an advance on any line of research, furnishes a topic which readily falls into its approximate place in the course of study.

It facilitates the work of adapting the course of study to the peculiar wants of the class and school. If at first too fully developed in one direction, or too brief in another, the requisite adjustment is very easily made.

It stimulates teacher and pupil, by making them critics, investigators, and discoverers. The book of travel, the scientific journal, the last telegram are watched for material. The school becomes a part of the world, pulsating with its life, and thinking its thought.

It would enable us to bring to bear at once upon educational problems the best culture and thought of the nation. The ripest scholars, the most eminent and successful questioners of nature, have not time, perhaps not the faculty, for writing text-books for the young; but they, and they alone, can point out to us, from their own experience, the paths which we must pursue, if we would make scholars and discoverers.

Some one will surely say, "This is visionary. You are pre-supposing more education and ability in your teacher and superintendent than you will find." If the objector will point out some way in which ignorance, laziness, and incapacity can succeed in the school-room, I will yield. The only true way is to demand qualification in the teacher, and refuse the name to those who do not possess it.

I have said that the teacher must go to original authorities for his material. The results of the opposite course justify the statement. Our grammars tell lies, which a line from Chaucer, or Wicliff, or some other writer of early or later date, would expose. Physiologies, teaching what has for years been known to be false, are widely used. Words, ghosts of theories dead and buried long ago, are flitting through our national philosophies to-day. Most of those now studying chemistry, in our schools, at the end of their course cannot read understandingly the last number of the Chemical News. These things are a shame and disgrace. The teacher must bring to his work, not merely a technical knowledge of his trade, but a knowledge of his profession grounded in sound philosophy. He must prepare himself for his work.

I have not time nor space to treat of the preparation of teachers for their work, but a word may be allowed. Whatever improvements may be made in school architecture, school organization, etc., we shall build upon the sand, unless we have a body of teachers fit, prepared, devoted to their work. With these, much may be done with imperfect means; without these, the most perfect appliances will be of no avail. More of the responsibility for the future of the State rests upon its teachers than upon any other class, and no one can evade the responsibility of his place. To discuss properly and effectively any topic pertaining to our profession, we must assume that the teachers whom we address are worthy of the name. Our greatest need is a larger body of teachers prepared for their work by broad culture, and special training, and willing to continue learners while they teach. I believe that in Maine, as elsewhere, the teacher will be honored in proportion as he honors his calling. The worthy teacher here, as elsewhere, will receive his reward; the unworthy teacher deserves none.

C. C. R.

THE DEAD OF 1868.

The list of eminent dead for 1868 includes many persons well known as teachers and literary and scientific men. In our own State, Mr. Fernald, of Portland, and Mr. Paine in the eastern part of the State, both long engaged in teaching, have passed away. Wm. H. Seavey, of the Boston Girls' High School, was a native of Hallowell, and once a teacher in that place. Seba Smith, the author of the Jack Downing letters, was also formerly a resident of Maine. Rhode Island has lost Hon. Albert G. Greene, who wrote "Old Grimes" and other well-known pieces; and New York, Prof. Adler, the author of a German Lexicon and other school-books. Ball Hughes, the sculptor, Eliot and Leutz, eminent painters, will be missed among the lovers of art. Abroad, the king of terrors has taken Sir David Brewster, the philosopher; Lord Brougham, a man of great learning; Dean Milman, the Historian; Lover, the poet, author, and artist; and Rossini, the distinguished musical composer.

It is folly to believe, that the more children study at school, the faster they learn.

It is folly to conclude, that if exercise is good for the health, the more violent and exhausting it is, the more good is done.

It is folly to imagine, that every hour taken from sleep is an hour gained.

RESIDENT EDITOR'S DEPARTMENT.

SCHOOL LEGISLATION.

We shall be sorely disappointed if the law-makers at Augusta do not do something for education this winter. There will undoubtedly be several important projects brought before them, but what will really be done remains to be seen. The condition of the public schools and the expectation of the friends of education point very plainly to the need of legislation. We have not space this month to particularize in regard to these wants, but we are especially anxious that the State Superintendent shall be authorized to hold a series of *Teachers' Institutes* during the coming season. Properly conducted they would, at a comparatively small expense, increase the teaching power of the State fifteen per cent. The schools cannot be elevated much above their present condition without better teaching talent. Let teachers have special preparation for their duties, and their methods of instruction will be greatly improved, and their qualifications every way advanced. A teachers' institute is a kind of temporary normal school, and in many States they are now recognized as indispensable for keeping up a high standard of professional excellence. It is highly important that teachers shall keep up with the improvements in educational work, and that they have the very best preparation possible for the discharge of their duties. This is a matter of as much importance to the public as to the teachers themselves. The State can afford to make an appropriation for Institutes, for it is an investment for a great public good, and one that will surely pay a large dividend in the improvement of the schools, and in the better education of our children and youth. Let us, then, have a trial of Institutes during the coming spring.

BOOK NOTICES AND ADVERTISEMENTS.—Whoever aspires to be a broad and a growing teacher, must have an acquaintance with a wide range of text-books. Our book notices and advertising pages will furnish the reader with a guide to some of the best books published, and we hope that those portions of the JOURNAL will be attentively read.

EDUCATIONAL INTELLIGENCE.

MAINE.—*State Industrial College.* We are indebted to Mr. M. C. Fernald, professor and acting president of the college, for a catalogue of this new institution in our State. It has started with a freshman class of thirteen, and several more applicants have sent in their names, for whom an examination will take place before these lines reach the reader. Governor Chamberlain says in his message that the college has commenced with the most gratifying prospects. The design of the institution is to furnish at a moderate cost a thorough, liberal, and practical education. While it is especially adapted to prepare students for agricultural and mechanical pursuits, it will also furnish a culture broad enough for other callings and professions.

The course of study for the first year is as follows:

First Term. Algebra, History, Physical Geography, and Rhetoric.

Second Term. Algebra, History, Botany, Physical Geography, Bookkeeping, and Rhetoric.

Third Term. Geometry, Botany, Horticulture, Natural Philosophy, Rhetoric.

Students are obliged to labor a few hours each day, which helps pay their expenses. Board is $3.00; washing and fuel, fifty cents. Age of admission, fifteen years and upward.

Rev. S. H. McCollester, principal of Westbrook Seminary, is travelling in Europe and in Palestine.

Maine State Seminary. Nichols Hall, the new building of this institution at Lewiston, was dedicated on the 7th ult., with appropriate and interesting ceremonies. The structure is of brick, 100 by forty-five feet, four stories high, and cost $20,000. The school has a fund of $50,000.

Bangor Theological Seminary has received a legacy of $20,000 from the late Ichabod Washburn, of Worcester, Mass.

The new Memorial Hall of Colby University, at Waterville, is said to be one of the finest structures in the State. It is built of slate, and resembles strongly the rich yellow variegated marble.

State Superintendent's Report. A portion of Superintendent Johnson's Report has come to hand, but our last form is so full, that we have not twenty lines of space left. Mr. Johnson makes his bow to the public, alludes to the duties of his office, gives fifty pages of statistics with an analysis of the same, speaks of the Normal Schools, and then calls attention to the following points: 1. The school district system. 2. Teachers' institutes. 3. County supervisorship. 4. State uniformity of text-books. 5. Compulsary attendance. We shall notice the Report at greater length next month.

NEW HAMPSHIRE.—Mayor Jones, of Portsmouth, presented his last year's salary, $500, to the high school of that place, the interest to be forever applied to the increasing of the school library.

The condition of female education in England may be judged from the report of the Schools Inquiry Commission, which states that the number of endowed schools for girls is only twenty, while for boys there are about three thousand.

VERMONT.—At a meeting of trustees of Norwich University, held at Northfield, Vermont, last month, Rev. Roger S. Howard, D. D., of Woodstock, formerly rector of Trinity Church, Rutland, was unanimously elected President of the University.

MASSACHUSETTS.—The Mayor of Boston, in his inaugural address, speaks in terms of praise of the present condition of the public schools in that city. Boys cannot obtain license to sell newspapers, black boots, etc., without attending school at least two hours each day.

The new governor of the State, Claflin, in his message compliments the public school system ot the State. He says:

The education of every citizen should be one of the first objects promoted by a free people. So the Fathers of Massachusetts regarded it; and this policy, so persistently pursued by their descendants, has given to the Commonwealth a large share of the influence she possesses among her sister States. It is the purpose of this people to give to every child within their borders, not only the ability to read and write, but even much higher culture. Education, like everything human, admits of progress, and whatever change in the mode of instruction may seem important, let not the Commonwealth, from any attachment to past customs, be backward in adopting it. It becomes us, then, as guardians of the public interest, to use every power intrusted to us to place the educational institutions of the State among the most advanced in the world.

The amount of money raised for schools in the State, is *ten* dollars for every child between the ages of five and fifteen years. The governor thinks, as do many others, that female teachers ought to have better pay. He also urges all persons about to enter the profession to avail themselves of the advantages of Normal school instruction, if possible.

The Boston Latin School is the oldest institution for education in the United States. Its establishment was almost coeval with the settlement of Boston.

Mrs. Thomas A. Goddard has offered $3000 a year to Tufts College for the purpose of beautifying the grounds on College Hill. The necessary legal steps have been taken by the trustees of the college to succeed to the large property willed the college by Sylvanus Packard, of Boston.

The tuition at Harvard College, now $105, is to be hereafter $150. Poor policy to raise it.

Mr. D. B. Hagar gives it as his experience that children properly taught, will feel more weary during vacation than during the period of the school session.

Wm. Everett, son of the late Edward Everett, has been appointed *Lecturer on the Æneid.* The office is a new one, and the idea of such a chair will be well received by classical scholars.

NEW YORK.—*As it should be.* In one of the girls' schools at Rochester, there is a teacher of gardening. The Iowa Agricultural College takes young ladies, and there is to be a professorship of Theory and Practice of Butter-making.

Phonetic Spelling. A young lady who teaches music in an academy in Western New York, sent an order to a publisher, recently, in which she had spelt the words very badly. She apologized by adding a postscript as follows: "You must exkews this letter, as I plai by noat, but spell bi ear."

New York city expended about $3,000,000 on her public schools last year.

PENNSYLVANIA.—Hon. Thos. H. Burrowes, for a long time superintendent of public schools, and editor of the Pennsylvania School Journal, has been appointed president of the Agricultural College in that State.

The State has 800,575 school children, whose education costs $6,200,537 annually. The average salary of school-teachers is only $195.

There are in the State 78,800 rum-sellers, and 15,870 school teachers. The expense of all the schools is $5,865,729; and the cost of liquors used amounts to $831,487,000.

The Philadelphia North American announced the decease of Mr. S. Augustus Mitchell, the author and proprietor of that series of geographical works which bears his name, and the constructor of those accurate and elegant maps so universally known throughout our country.

ILLINOIS.—Illinois has 10,705 schools: 8,240 male, and 10,797 female teachers; and 826,820 children enrolled. The receipts of the school fund last year were $6,896,879. Expenditures, $6,420,881.

MINNESOTA.—We have received the circular of the State Normal School at Winona, under the care of Prof. W. F. Phelps. The school has a full board instruction, and a course of study ample and broad. It speaks well for those who have the care and supervision of the Institution, and of the educational interests of the State.

MICHIGAN.—*Good.* Henry Baird, school director at East China, St. Clair county, has made himself a name in history, by paying Miss Anna Calcott, a school-teacher whom he lately engaged, $30 a month, the highest wages ever paid by that district to a man teacher. Mr. Baird, in his simplicity, declares that, in regard to wages, he cannot see why a woman should not receive a man's wages if she does a man's work.

IOWA.—*Female Education.* The constitution of Iowa requires that in the State University women shall be admitted to all the classes, and in all the departments on the same terms as the men. The institution is not fully organized. In the academical department, women form thirty-two per cent of the freshman class, seventeen per cent of the sophomore, and seven per cent of the junior class. There are no females in the senior class nor in the law department, which was organized last September. The medical department will not go into operation until September, 1869.

BOOK TABLE.

A PRACTICAL BUSINESS ARITHMETIC FOR COMMON SCHOOLS AND ACADEMIES. By Whitman Peck, A. M. New York: J. W. Schermerhorn & Co.

This new candidate for public favor is just what its name indicates, it is really a *practical* work. It has enough of the science of numbers to lead the pupil to an easy understanding of the principles of arithmetical computations, and we are glad it has no more; for the prolix explanations and definitions so often found in treatises of this kind are actually obstacles in the way of the pupil's progress. Compound numbers are taken out of the clumsy and artificial method by which they are frequently treated, and are presented in a very clear and common-sense like manner. Perhaps the most distinguishing and the best feature of the work is the very large number of *promiscuous examples,* judiciously prepared, and so arranged, as to compel the pupil to put his knowledge in practice, and to be constantly reviewing. This is a strong point in its favor. The moderate size of the book—less than three hundred pages—and the conciseness and clearness of its definitions and rules, are other features worthy of special note.

BARTHOLOMEW'S DRAWING-BOOKS. New Series, Nos. 1, 2, and 3. Boston: Woolworth, Ainsworth & Co.

Bartholomew's drawing-books have been thoroughly tested by practical use in the school-room, and are probably the best series to be found in that branch of instruction. They have been carefully revised, and the full series will consist of twelve numbers. Each number contains twelve plates executed in the highest style of art, and twenty-four pages of drawing paper of superior quality. A guide has been prepared for the use of teachers. The books furnish a full course of instruction, from lines, up through flowers, fruit, landscape, marine views, animals, and the human figure. Drawing is not only an ornamental, but a useful art, and should begin in primary schools. It would interest the children, and save much birch in their management.

THE CONSCRIPT: A story of the French war of 1813. By M. M. Erckmann-Chatrian. New York: Charles Scribner & Co. Portland: Loring, Short & Harmon.

Whoever begins to read the *Conscript* will finish it. It is a most thrilling story of the horrors of the French conscription, and of the miseries of war. While the names are doubtless fictitious, the incidents and spirit of the story have the stamp of historical truth. The famous battle of Leipzig is described in language that forms a most graphic picture—one that is truly panoramic and life-like. The student of history will thank the publishers for the "Conscript."

NATURAL PHILOSOPHY. For High Schools and Academies. By W. J. Rolfe and J. A. Gillet, of the Cambridge High School. Boston: Woolworth, Ainsworth & Co.

This volume is one of a series called the *Cambridge Physics*, and covers the whole field of Natural Philosophy, as this department of science is usually termed. The first 111 pages, including *Pressure*, *Motion*, *Machinery*, and the *Sources of Mechanical Power*, are paged separately for use in those schools where the course must necessarily be a short one. We believe this portion is also published in a small volume by itself. The whole work is quite full, and well illustrated,—a feature of no small importance, especially where there is not ample apparatus for illustration. The method of treatment is quite clear and philosophical, and the latest views in this department of science have been embodied, so as to make the work fully up with the times, and to give it the character of freshness and completeness. The chapters on *Heat*, *Magnetism, and Electricity*, are quite full, and that on the *Physics of the Atmosphere*, in the Appendix is especially valuable.

LAW OF LOVE, AND LOVE AS A LAW. A Moral Science, Theoretical and Practical. By Mark Hopkins, President of Williams College. New York: Charles Scribner & Co. Portland, Loring, Short & Harmon.

President Hopkins is well known as one of the best thinkers of the age. His well-disciplined mind, and his eminent success as a teacher, are good qualifications for the preparation of a work like this. It is intended as a text-book in Moral Science, and as such will take high rank. The author gives a very clear statement of the different systems which have prevailed, and then goes over the whole field with a very candid discussion and fair presentation of the theory and application of morals. While he is not a slave to other people's opinions, he is loyal to truth, and secures, and holds to the end, the confidence of the reader. It is a book which will be especially valuable to teachers, as well as for use in colleges and schools.

TWELVE YEARS WITH THE CHILDREN. Mottoes and Echoes, in Morals and Mission Work. By W. Warren. Portland: Hoyt & Fogg.

The author of this work, well known in Maine, in addition to being a sound and vigorous writer, has the rare faculty of interesting children while talking to them common sense. This work has grown out of his labors which have often brought him in contact with large numbers of children and youth, and abounds in a great variety of incidents, with some brief addresses, often interspersed with a moral application admirably adapted to interest and profit the young. From beginning to end it is interesting and attractive, and everywhere shows a high purpose,—the moral and religious culture of the rising generation. The work is deserving of a wide circulation, both for its intrinsic merit and for the reason that it is a Maine book; being written, printed, and published in our own State. It should have a place in the library of the family and of the Sabbath School.

A FOURTEEN WEEKS' COURSE IN CHEMISTRY. By J. Dorman Steele. New York: A. S. Barnes & Co. Boston: Woolworth, Ainsworth & Co.

For several years past, text-books in chemistry have been increasing in size until they have become inconveniently large. The author of this treatise has attempted to furnish a book which shall contain the essential principles of the science, and their application in the every-day affairs of life; without burdening it with the vast amount of matter of no particular consequence to any one except the professional chemist. In this he has succeeded well. The method of the book is philosophical, and its style quite attractive. It has already achieved a wide popularity.

THE PHRENOLOGICAL JOURNAL for January, published by S. R. Wells, New York, has a portrait and sketch of the life and character of Hon. Reverdy Johnson, together with a large and varied list of other articles.

AN OLD FRIEND IN A NEW DRESS. We are pleased to announce that *The Sunday-school Times*, of Philadelphia, so well known during the past ten years among earnest Sabbath-school workers of all denominations, appeared the first of January in a new and greatly improved form. Every subject connected with the most successful management of the Sunday-school, with intelligence on the subject from different parts of the world, are found in its columns. We advise every superintendent, teacher, and parent, interested in the religious instruction of the young, to send to the publishers for a sample copy, which can be obtained *free* on application.

TRAVELERS upon railroads and steamboats and all other persons having leisure time to read, should buy a copy of the Half Dime Eclectic, containing 32 pages of choice stories, anecdotes, poetry, etc. For sale by all News Agents, and sent free to any address on receipt of 5 cents, by S. HAWES, Publisher, 87 Cornhill, Boston, Mass.

NUTS TO CRACK.

QUESTIONS.

11. Correct the following sentence: As Mr. Andrews and Mr. Burke were walking in the Park, they met their mutual friend Mr. Sheridan.

12. Give a good explanation of the principle in the grammar of our language that two negatives are equivalent to an affirmative.

13. Are there any instances in our language, where the imperative mode is used in the first person?

14. Why do north-easterly storms on the coast of New England generally approach us from the south?

15. Is the verb "to sit," an active verb?

ANSWERS TO QUESTIONS IN THE JANUARY NUMBER.

No. 1. Answer quite lengthy; will be given next month.

No. 2. Friend Cornelius Austin thinks square and cube root should be explained both geometrically and algebraically, but prefers the former.

No. 3. In the expression, the book is *worth* three *dollars*, several persons parse *worth* as a preposition, and *dollars* in the objective case after worth. Others make *worth* an adjective agreeing with book, and *dollars* in the objective case by the rule that nouns denoting *distance*, *time*, *value*, &c., are in the objective case without a preposition or other governing word.

No. 4. In the expression *than whom*, than is a preposition, in the sense of *in comvarison with*. This use, in old writers, is quite common, and is found in the Book of Proverbs xxvii. 3. Such use is now confined to the expression under consideration.

No. 6. A. O. S., of Rockland, sends a solution, but as one of his boards is less than an inch and a quarter in thickness, it is not quite correct. Neither would it be correct without that board. We have a solution, too long for this number, which will be given next month.

No. 7. In this question, *time* should have been *times*, for the hands are at right angles twice during the hour. The best explanation given is this: As the hands are together at twelve o'clock, and at one o'clock are one space apart; it follows that the minute hand gains on the hour hand eleven spaces in one hour or sixty minutes. When the hands are at right angles they are, of course, three spaces apart. Now at five o'clock they are distant from each other five spaces; consequently the minute hand must gain two spaces upon the hour hand before they can be at right angles. Hence 11:2::60:?, gives 10 minutes 54 6-11 seconds after five o'clock, for the first answer. The minute hand must now gain the three spaces between itself and the hour hand, and three more spaces after passing that hand, in all six spaces, before they can be at right angles again. Hence 11:6::60:?, gives 32 minutes, 33 7-11 seconds; which added to the first answer gives, 43 minutes and 38 2-11 seconds past five o'clock, the second answer.

No. 9. 1.01×4.875=$4.923×=real cost of flour when sold. 1.015×$4.923+=$5.00=selling price on a credit of three months without gain or loss. 1.05×$5.00=$5.25=selling price to gain 5%. W.

No. 10. The difference between the square of any two integers differing by unity, is twice the less, *plus* one, or twice the greater, *less* one.

124+109=233; 233—1=232; 282÷2=116; $(116)^2$+209=No.=13565. Ans. W.

ASTRONOMY OF THE MONTH.—The list of constellations given in the January number will be visible this month also, with the exception, perhaps, of Pegasus and Pisces; and we may add to the list Cancer, Hydra, and Leo. Morning Star, *Venus*. Evening Star, *Jupiter*.

☞Several book notices, quite a number of items of educational intelligence, are unavoidably crowded out this month, but will appear in our next number.

TEACHERS, AND TEACHERS' PLACES.

The undersigned are a permanent committee of the Maine Educational Association, on Teachers and Teachers' places. The object of the committee is to put persons in want of teachers, and teachers in want of situations, in communication. Applications may be made to either member of the committee. Teachers should state what kind of schools they wish for; about what compensation they expect; what branches they are willing to teach; how much experience they have had. Those in want of teachers should specify the grade and character of their schools, and the length of the same; what compensation they can offer, and any other particulars important for applicants to know. Applications of either kind in the hands of the committee, not referred to other parties, on the 20th of each month, will be forwarded to the chairman, at Portland, and be numbered and published in the next number of this Journal. Persons wishing information in regard to such applications should specify the number. As the committee perform this service without pay they expect all applicants, who wish for an answer, to inclose a postage stamp: and they will not feel themselves bound to answer any communication which comes to them without such stamp.

A. E. CHASE, Chairman, Portland. J. P. GROSS, Brunswick.
C. C. ROUNDS, Farmington. G. T. FLETCHER, Castine.
N. T. TRUE, Bethel.

TEACHERS WANTING SITUATIONS.

LADIES.

No. 1. Educated at Normal School, Farmington. Has had experience in district schools. Wants an assistant's place.

No. 2. Educated at Normal School, Farmington. Has taught nine terms in district schools. Wants a permanent position.

No. 3. Educated at Female College, Kent's Hill. Taught six terms in common schools. One year in Lewiston High School. Wants a situation in High School or Academy.

No. 4. Desires permanent situation. Has had ample experience in all English branches.

No. 5. Desires permanent situation. Can teach French, Music, and English.

No. 6. Educated at Farmington Normal School. Has taught five terms district school. Would prefer assistant's place, but would take charge of graded school.

No. 7. Educated at Normal School, Farmington. Has taught twelve terms. Would like a graded school or assistant's place.

No. 8. Has taught nine years in Academy, and district schools. Would like an Academy or High School. Can teach French, Latin, and English.

SCHOOLS WANTING TEACHERS.

No. 9. Grammar School, 250 pupils. Wants teacher of experience. $1,200 to $1,500 pay.

THE MAINE JOURNAL OF EDUCATION

IS PUBLISHED MONTHLY,

AT 111 EXCHANGE STREET, PORTLAND, ME.

Terms, $1.50 per year.

☞ The Journal will be promptly discontinued when ordered, if arrearages are paid.

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We will supply either of the following Periodicals or Books and the Journal of Education one year, for payment strictly in advance one year, for the sums named:

$10.50.	*Webster's Illustrated Unabridged Dictionary.*
$8.50.	*Littell's Living Age.*
$6.00.	*Webster's National Pictorial Dictionary.*
$5.50.	*The Nation, Every Saturday, Eclectic Magazine,* or *Round Table.*
$4.75.	*Atlantic Monthly, Frank Leslie's Illustrated News, Harpers' New Monthly, Harpers' Weekly, Ladies' Bazaar,* or *The Chimney Corner.*
$4.00.	*Godey's Lady's Book, American Naturalist, The Scientific American, The Congregationalist.*
$3.50.	*Phrenological Journal, and Life Illustrated.*
$3.25.	*Oliver Optic's Magazine.*
$3.00.	*Our Young Folks, Peterson's Ladies' Magazine, Weekly Boston Journal, Ladies' Friend, Riverside Echo, Portland Transcript,* or *Arthur's Home Magazine.*
$1.90.	*The Half Dime Eclectic,*

THE MAINE

JOURNAL OF EDUCATION.

J. S. SEWALL, Editor for March.

Vol. III. MARCH, 1869. No. 3.

WHICH KIND SHALL WE GIVE?

Every day's work in hundreds of districts, from the St. Croix to Agamenticus, is putting into our schools what will come out in after years in the State. "Whatever you would have appear in the nation," says the Prussian proverb, "put into the schools."

What sort of work is this which we are doing for the future? What is our aim? Precisely what would we have appear in the nation,—and by what methods are we trying to accomplish it?

There are two methods of teaching, which, instead of being separated, as unfortunately they often are, should be combined. One has for its object to impart knowledge, the other to develop the mental powers. Of the two, the latter is by far the most important; and if in teaching but one is attempted, it should invariably be this; which, however, it almost invariably is not. There are many teachers whose only ideal of education is the imparting of knowledge, which is the least valuable part of educational training, especially while the mind of the pupil is in its formative period. If but one of the two is attempted, it should be the development and discipline of the powers, not the accumulation of facts. More properly, the two should always be united. And yet many teach as though they thought education a sort of nostrum, compounded of many ingredients, and to be administered in as large doses as the patient will bear,—the skill of the teacher being in the proportions in which he mingles the ingredients,—so much geography, so much grammar, so much arithmetic and science, with a flavoring of rhetoric and metaphysics. But the actual amount of knowledge that can be imparted to a given pupil in a given course of terms, must always be small. And he is a poor educator who contents himself with trying to see how much can be given. Before life can be safely resolved into a continuous thanksgiving dinner, some pains must be taken to determine whether the digestive apparatus will bear the strain. And precisely so with this process of crowding the memory with facts. If the years between four and sixteen be mainly spent in stuffing the mind with facts geographical, facts arithmetical, grammatical, rhetorical, or scientific, leaving the overloaded receptacle to take care of its own digestion, it will not be wonderful if the ruminative powers fail to keep up with the rapid accumulation of material, and a generation of mental dyspeptics be the result. What we actually teach is not so much knowledge, as the rudiments of knowledge; not so much grammar, as the principles of grammatical usage, to be afterwards expanded and applied; not so much arithmetic, as how to learn and use mathematical formulæ in the business of after life. In each study we can do little more in the way of imparting knowledge than to fix an outline in the pupil's mind, which shall be filled afterwards. We open the gate of each department and show him how to travel the road that lies before him, but we travel with him very little of the way ourselves. We do not give him knowledge, but induct him into the modes of acquiring knowledge.

The other is the chief aim of education; not to impart, but to train; not to give knowledge, but to teach the art of getting it; not to spend the years of school life in experimenting upon the present strength of the mental structure, what weight of facts the timbers will bear, but rather to commence and carry on a process of strengthening the timbers themselves. If we can train our pupils to think for themselves, to observe, to reflect, to reason, we shall give them a far more proportionate development than can be done by any mere process of repletion. Plato's idea was that a proper education consists in giving to body and soul all the perfection of which they are susceptible. And this is a sufficiently clear statement for our modern schools.

Let it be our aim, then, to store our pupils' minds not with facts, but with ideas; or better, perhaps, not with facts alone, but the uses of them, the reason and philosophy of them. Facts themselves are not strengthening. They have no power to develop. It is only as they are received into reflective minds, and are revolved, examined, weighed, and estimated, that they become what Ruskin calls "talkative facts," and impart wisdom.

The first point, then, to be gained in education is to teach our pupils how to use their perceptive faculties. They must learn to observe clearly, and get distinct conceptions of the facts which come before them. No attempt will be successful to impart knowledge to a mind that only "sees through a glass darkly;" and still more do we fail in trying to develop any such mind into habits of independent study or accurate reasoning. The Great Teacher was not content to leave the blind man half cured, and able only to "see men as trees walking,"—he completed the miracle. We may follow his example. Our pupils are not to be left groping among the mists of indistinct vision. We must induce habits of perception. We must teach them to see, and see intelligently.

The next stage is to stimulate the pupil to habits of reflection. Let him not stop with seeing clearly. He must learn to think. The statements of his text-books are not to lie dead in his mind; they are sown as seed-grain, to be started into growth by thinking, by reasoning, by estimating, and forming opinions. The mind is not made for a sepulchre, but for a garden. And indeed this is the very road to knowledge, as well as to discipline; for, as Milton says, "opinion is but knowledge in the making." Facts stored in the memory do not make knowledge. It is not till we have digested them and formed an opinion upon them that we truly know them.

In a word, our business with our pupils is to train them into thoughtful and intelligent men and women. Stuart Mill argues that all truth is discovered by observation and reasoning. These are the two habits which we need to induce in our pupils' minds. Teach them to see and to think. With a training which has developed their powers of observing and reflecting, they are far better prepared for the duties of life, and for progress in the road to further acquisitions, than if we attempt to educate them from the opposite direction, and confine ourselves to loading the memory with knowledge. J. S. S.

SOMETHING ABOUT WOMAN'S WORK.

In all the great questions, which from time to time occupy the thought and speech of the world, theories are discussed first. With little of actual proof, people suggest and maintain the possible, on either side, with the strongest assurance. After all the strife of words, come appeals to facts, and then the slow process of actual experiment finally settles the question. To-day social circles are full of discussions as to the rights and capabilities of women; public lecturers choose this as an effective topic, and thoughtful women, in great numbers, who do not talk much, are meditating anxiously and earnestly as to the future of their sex. There need, therefore, be no apology for bringing forward such a subject in an educational journal, nor for speaking of some of the obstacles to women's success in the work of teaching, a work which is opening more readily than any other to the "suppressed sex," and also of what women can do to overcome these obstacles.

First of all comes up the difficulty of obtaining the requisite mental cultivation, especially in New England, where women as yet can only pick up the crumbs that fall from their brothers' well-supplied tables; where, with rare exceptions, all legislative endowments go to the aid of colleges for men alone, where there is no course of study, in any school for women, that can be compared at all with the training provided for men; where in many a quiet country home the sisters work early and late, giving up privileges for themselves, that their brothers may gather at will the fruit of the tree of knowledge.

But a change is slowly going on in these respects. One woman's school got a grant of forty thousand dollars last year from a New England legislature. And now there is a serious discussion as to the wisdom of making a four years' course in the normal schools of the same State. The only doubt about the matter is, whether the women are ready to make the effort and sacrifice demanded on their part; whether a sufficient number will offer themselves for this course, to justify this increased expense on the part of the State.

In the primary schools of New England, women are now generally employed as principals and assistants, in the grammar and high schools as assistants, and there is a larger demand for women as principals of grammar and high schools than can be supplied. Indeed, there is no other opening for women which offers at present so large an opportunity to prove the capabilities of the sex, rather than the powers of a few individuals.

It is not to-day a matter of discussion whether women can teach as well as men. They can work in detail, can teach and to some extent manage individual classes, provided they have in all difficult cases a stronger power to fall back upon. Have they the power of organizing and conducting the whole business of large schools? This is a question for the female teachers of New England to answer, by actual proof.

"She who did this thing was born
To do it, claims her license in her work."

Are these women ready to claim their license in this way? Do they care for their work as it reflects upon their sex? Are they ambitious to do it thoroughly? Do they enter upon it as a pleasant and desirable work? Are they willing to take responsibilities, or do they shrink from them? Do they not say too often, "I do not mind teaching, but I do not want the discipline to attend to. If I can be an assistant and have no responsibility, I want such a place." As though one could be a true teacher who shrinks one half, and the noblest half of the teacher's work, the half which after all includes the other half. What is teaching to accomplish but the training of the child's whole being, body, soul, and spirit, to the greatest excellence? If one cannot help the child in the formation of character, what has she done as a teacher? Is so much geography or arithmetic education? The person who only gives the child these, is merely a lay figure occupying the place where there should be a living worker.

It might be easier for women to enter upon this larger work, if the relation of principals and assistants were different, if more responsibility were placed in the hands of assistants, so that the position and work of the assistant should fit her gradually for entering upon the larger round of cares and duties which form the principal's work. And this change in the relation of the assistant to the school, would equally benefit the pupils. For it is certain that those are the best schools in which each individual is obliged to manage her own classes, and is left free to follow her own individual methods in teaching. It is the contact with different minds working in different ways that will develop in the pupil natural and good modes of thinking and working. A single and set method answers only for an inanimate machine, not for a living organism.

Then again work is good in proportion to the permanency of the worker. And one cannot really understand the delight of work, the reward of teaching, till the apprenticeship is over. Much of the work accomplished by the true worker she never knows.

But then in quiet hours some pleasant recognition of her work greets her. Some dull and stolid face lightens with a gleam of intelligence, and after long effort, the teacher rejoices in the establishment of a new relation with her pupil. In some wayward spirit over whom for years she has spent hours of anxious thought and labor, she sees the germ of a new desire for truth and right unfolding. From some pupil, long gone from her care into the work of life, comes the acknowledgment, "It was your word that first set me to thinking what I was placed on earth for." Then she feels a humble and wondering gladness that such lot has been hers. She turns hopefully to her work again, and sees in her young and wayward pupils the germs of noble souls to be helped to their development by her fostering care.

Now this permanency of labor in teaching is seldom found in women's work. She does not devote herself to teaching as a business in which success is to be attained by consecration and sacrifice. The hardness of the way, the smallness of the compensation, discourage her; and so even if she continues to work, if no other way opens to her, she remains only as a day-laborer. She does not attain to real excellence as a worker, nor to the experience of the truest reward, delight in the work.

Then those women who have made some effort to fit themselves by study for this work, feel as if they must have immediately lucrative places. Now the truth is, that the training of the professional school must be supplemented by experience in the primary and grammar school-rooms, or even in the country district, which is perhaps the best place of trial, and the graduate must prove by actual handling, that she can use the weapons with which she has been supplied. She must be willing to work wherever she can get a place, and do the very best work that she is capable of in any place, without reference to the pecuniary compensation. Let that take care of itself. First prove that you can do the thing. "The men (and the women too) who do anything that is worth doing, seldom think about reward of any kind. You can get their best work from them, whether you treat them well or ill." No doubt this is true, but we may add that the ill-treatment seldom follows the good work. To women as to men, the pecuniary reward of faithful labor comes in due time, perhaps it is sometimes a little overdue before it comes, but it comes if we with patience wait for it, still working.

We will admit, too, that the reward is not so large for women as for men, that the money question is not yet rightly balanced between the sexes; but we are talking of what women can do to help each other, and the adjustment of wages is not directly within their control. They can help it most by the improvement of their work.

Quiet women-workers are needed, to prove what the talkers are daily asserting of the woman's power. Women are needed to work who are not so anxious for recognition as for a chance to work, who do not feel so much that the world waits for them, as that they need the privilege of work in the world, the opportunity of doing something that they may so fulfill the end of their being, that "the one talent which is death to hide may not be lodged with them useless."

And the last thought here is, that the work of women should be womanly work. When compared with that of men in the same department of labor, it should have a distinctive character. It should never be the aim of any true woman to have her work such, that it cannot be distinguished from that of man. It is not to add more labor of the same sort, that woman is to-day invited to stand by her brother's side, as a worker. She must bring some new element in her work, which shall distinguish and make it valuable. Let her not measure her success or failure by the likeness her work bears, in its method, to the pattern set her by the man. Let each one follow her womanly instincts in the plan of her work, and, if she is a good worker, her labor will be worth the most for that in it which marks it as the work of a woman. If she have womanly tact, let it accomplish for her in the school-room what manly strength has too often failed to do in controlling wayward spirits. If she have great quickness of insight into human nature, and power of persuasion, and ready mother wit, let them all be brought in requisition, as weapons given her of God, that she may use them to foster, develop, and guide the infinitely varied characters which are committed to her for moulding to varied excellence.

If the women who are to-day entering upon the work of teaching in New England alone, will fit themselves, in the best way open to them, for their work; if they will accept the cares and responsibilities that are offered to them, will work faithfully and long wherever a chance of work comes, thinking more of work than of pay, being less anxious to adjust the wages on an equality, and more desirous to make the work of equal value, they will do in these ways the utmost that lies in their power, will furnish some of the best facts for a basis on which to settle the difficult question of women's work and women's wages.

E.

THE MODERN EDUCATION.

NATIONAL progress is dependent upon the skillful use of educational appliances. It would seem that a free people would naturally be eager to avail itself of every means of advancement within its power, and, by a judicious employment of them, attain preëminence among nations. That many Englishmen feel that this is not the case in England is shown by recent reports upon the condition of technical eduation. More painfully evident is our lack of superiority. In this country, the failure results either from simple negligence to use all means within our reach, or from wilful ignorance grounded upon national conceit. We insist that the time has gone by when it could be said, in extenuation, that we are a new people. While our failure is reluctantly admitted by candid Americans, various causes for it are suggested, in order that a cure may be proposed. It is urged by some that it is attributable to grave defects in our systems of academical and collegiate instruction. The defects which are supposed by them to exist are not inherent in the systems, but they arise from unwise and unjust demands which have been made upon them. Educational institutions are effective only when directed to the accomplishment of definite objects. No one can justly condemn a law-school as a failure, because its graduates are not expert physicians; nor can a college, whose avowed object it is to give a broad and generous culture, be condemned because its alumni are not sent forth from its walls as advanced students in medicine, theology, and jurisprudence. Neither can it be justly demanded of an American college to dismiss its graduates as recognized experts and investigators in the physical and natural sciences.

Two important functions of educational institutions are the discovery and dissemination of truth. These offices are so widely different in their nature that they should be delegated to separate institutions, in order that the most work and the best work may be done, and the greatest advancement made. The work of the original investigator is the unveiling of hidden truths; that of the philosopher their coördination.

They are both discoverers; one discovers truths unrecognized before, the other a principle by which these truths, apparently discordant, may be harmonized, and thus develop a system which teachers may employ. It cannot be expected that a teacher upon whom tutorial duties are imposed can, with justice to his pupils, devote much of his time to original investigations in his own department. The teacher must of course gather up the discoveries made by his more favored and not less busy fellow-students, and he must seek the best methods of arranging and presenting the old and the new to the pupils in his charge. It is only in exceptional and remarkable instances, that a tutor, and by this term is here meant a college instructor whose duty it is to listen to recitations, has been able to prosecute original studies without detriment to his pupils. His work is less attractive, but quite as important as the work of the investigator. It is his duty to present coördinated facts in such a manner that his pupils may be trained to become independent students in their chosen professions. His strength must be given to the labor of disseminating truth, and he fails in his work just in proportion as his attention is diverted either by his tastes, or by popular clamor, to work in other fields. It is therefore seen to be a grave error to demand of our teachers that they should devote strength and time to labor out of their legitimate sphere of work; it is an error equally grave to impose upon pupils a discipline which will imperfectly fit them for after work; but both errors arise from the same source, a popular misapprehension of the scope of educational institutions.

Let us next see what is demanded of college pupils by these clamorous and plausible fault-finders. First; it is urged that studies which they are pleased to term practical shall displace studies which they regard as wholly unprofitable. This is well and good. By practical, they mean the sciences, by unprofitable they refer to the classics. This is their error. Now this is really the old struggle between the over jealous conservative, and the over zealous radical. Men of common sense have long since seen that it is only between the extremes in this matter that one can walk with safety. We do not wish to enter the lists in what has been called the war between scientific and classical training in colleges. There is no such war. The only difference existing is between certain injudicious adherents of the two methods of training who have, like showy politicians, made a false issue in place of none, the better to bring themselves into prominence.

In most of our American colleges two years are devoted to classical studies, and during the junior year some compulsory study of the classics is exacted, or optional study is permitted. It is urged that this time is too great, and that one year of classical study would suffice, provided the advanced scientific studies should take their place. It is not our design to present to the readers of this Journal any of the many arguments employed by the ardent adherents of exclusive classical study, or the counter arguments of the partisans of science, but simply to give an outline of a middle course which will ultimately be proved the best. It is in brief this: Use the classics not for the sole purpose of making critical scholars in the dead languages, for that is not imperative in these times, but with the far higher design of making thinkers and training investigators. Employ these languages as the field in which the young collegian may, under skillful instructors, commence a course of philosophical study, and under conditions, which are well known, begin original investigations. The nature of these investigations will, upon reflection, be sufficiently obvious to every one.

Their practical nature, in the hands of a judicious instructor, no one who knows how vast are the resources of the Greek and Latin languages, will fail to recognize. No one can fail to understand that an apt teacher will make the philosophical study of the classics the best possible introduction to scientific studies, which can never take their place. If the teacher confines his labor to the onerous task of forming critical classical scholarship, he will accomplish a useful work, but he will fail in the attainment of the highest usefulness. If he leads his students to tread the fresh fields of philosophical philology, he prepares them for philosophical studies where the conditions are not so fully understood. If a teacher is unable to guide his pupils in this manner, he will present them as totally unfitted to profit from scientific studies, as if they came fresh from a preparatory school, where Latin and Greek are regarded simply as so much grammar, which must be packed in a student's head.

It will be seen by a perusal of the forgoing pages that it is believed that a higher education should lead a student to philosophize first with every condition of a given question known, then pass to studies where the conditions are less thoroughly known; thus inducting a pupil, by a plain path, into professional studies, where the conditions must themselves be studied.

If, then, classical studies are neglected, the pupil relinquishes one of the chief helps which can aid him in scientific and professional studies.

In some cases, however, it is beyond the power of a young man to avail himself of this great assistance afforded by classical study, and he is to be heartily commiserated on account of the fact that his scientific and professional studies must be undertaken at a disadvantage. Schools should be afforded where his scientific and professional studies can be conducted in such a way that the deficiency of classical acquirements can be supplemented as far as possible.

In Maine, no such facilities have until recently been afforded. The colleges have given sound instruction, and have endeavored to meet the diverse demands made upon them. At the last commencement of Bowdoin College some action was taken by the board of trustees and overseers, looking to an enlargement of the sphere of its usefulness. The belief was expressed that more time should be given to scientific studies, without taking from the time now devoted to classical studies. This can only be done by making time, and this it is sought to accomplish in two ways; first, by modifying to some extent the system of scientific instruction; and, secondly, by giving graduates an opportunity for prosecuting advanced studies. Upon no condition will the present government of Bowdoin College consent to any relinquishment of the time now so well devoted to the study of the languages. The next step will be one in advance, instead of a retrograde one; it will be the division of the duties of the professor of the Latin and Greek tongues.

The facilities for carrying on advanced studies in science at Bowdoin, are believed to be worthy the careful attention of graduates. The rooms and apparatus placed at the disposal of the teachers in the sciences, are now accessible to young men desirous of pursuing studies in these departments. The experimental and analytical laboratories are thoroughly furnished with all the appliances necessary to a thorough demonstration of the principles of modern chemistry, and their convenient application to the arts. It is understood to be the design of the instructors that each student shall have opportunities for conducting original investigations; that is, for studying questions where the conditions must be thoroughly examined, and their relations understood. From what has been said in this paper it is plain, that the teachers can have time only for this work of special instruction. If they can obtain a fair measure of success in supplementing the classical studies of the college curriculum, and in preparing young men for a sound technical or professional education, they must be content to leave to others the more attractive work of original investigation.

SCHOOL APPARATUS.

TEACHERS cannot be too careful of the school apparatus. Too often it is left exposed to the rough handling of the pupils, and is broken up, or it is piled in a heap in some out of the way place all covered with dust. Such a sight is painful to any teacher who knows how much instruction can be derived from its use in the school-room.

A good room should be especially provided for apparatus, carefully guarded by lock and key. A large glass case is necessary for the safe-keeping of all delicate instruments, and no pupil should be allowed to handle it unless under the special supervision of the teacher. Trustees and supervisors should make a special by-law that no pupil shall be allowed to handle the apparatus, except under the direction of the teacher. An electrical machine can easily be jerked off a table and destroyed. It is wonderful what a vast amount of instruction can be furnished to pupils by suitable apparatus; but teachers must learn how to take care of it as well as how to use it. ENTITY.

It is folly to act on the presumption that the smallest room in the house is large enough to sleep in.

It is folly to eat without an appetite, or continue to eat after it has been satiated, merely to gratify the taste.

LATIN AND GREEK, OR NOT?

AMERICA, for her part, seems determined to test the question. She is going to try the experiment. Collegiate institutions are being established on all hands, in which Latin and Greek are omitted from the course of study, or are made elective, or are required in a minimum degree.

And very true it is, that a man or woman can be well educated upon purely English studies. There is enough material within the compass of English literature and English science to well discipline and furnish the mind. The orators, poets, philosophers, and statesmen of Athens drank only from the fountains opened in their own mother tongue. Demosthenes still is the prince of orators. His culture was a stern, unremitted discipline, bestowed upon natural abilities not extraordinary; and so far as derived from letters, it was within the compass of his own mother tongue. We do not know that he knew a word of any other tongue. But within that compass, he was a thorough student, giving himself especially to Homer, Plato, and Thucydides. Thucydides was his great instrument. This great historian he read, and re-read, and committed to memory; and it is said could actually have written out his history from memory if it had been lost. A man of like abilities and persevering will, speaking the English tongue,—a tongue that can furnish Shakespeare, Milton, Burke, and King James's Bible, to say nothing of the unbounded field beside, could do as well.

Indeed, education is not so much dependent on resources in letters, or even schools and teachers, as on the efforts of the pupil himself. No good business man can be said to be an uneducated man, though he knows nothing of the schools experimentally. Education is accomplished by the discipline of the faculties. And if a man has accomplished this, no matter where, in the schools or out, he is an educated man. The schools are only organizations or instruments by which the work can be accomplished with more ease and rapidity. It is not impossible for a man of science to develop in a grocery store, or a linguist in a blacksmith's shop; but the scientific school or the college, with their concentration of means and instrumentalities, would do the work in a tithe of the time, and with a moiety of the labor.

But we maintain, in addition, that this is true, namely, that a study of the ancient languages will ever be necessary to the attainment of the broadest and most refined culture; and, therefore, if we are to have institutions which shall confer such a culture, Greek and Latin will always hold a place in their curriculum of study. Our reasons briefly are the following:

1. The ancient languages are a source of knowledge and of intellectual vitality. In them are the fountains of poetry, philosophy, history, oratory, and logic. The poetry of Greece is a rich body of poetic literature, in its commencement dating more than 800 years B. C. It was the fountain head of Grecian philosophy; and Grecian philosophy was the product of a class of men of wonderful minds,—wonderful for originality, clearness, and comprehension. It was the source also of history. Herodotus and Thucydides were the natural successors of Homer and the bards of Greece. These again were the fountain sources from which all modern poets, philosophers, and historians have drunk.

Shall these fountains be cut off, as they would be, by excluding the ancient languages from our places of highest learning? Should any source of knowledge or of intellectual quickening be lightly esteemed; much more, closed and sealed? That man who thus despises the past, throws a blast and a blight on the future. The movement, rather, should be in the reverse direction. The study of the languages should be increased, and one more ancient language, at least, the Sanscrit, should be added to every college course. The aim should be for the human mind to enlarge its compass and multiply its sources of knowledge.

2. The study of the ancient languages is itself a study in history and philosophy. It carries the student back to men and countries, times and institutions, in the birth-time of things. He beholds the working and product of human thinking and activity under the same circumstances and influences with the present, and also under others. A book of the Iliad is a chapter on the developing intellect and life of the Greeks in the dawning of their wonderful civilization. The story of the battle of Thermopylæ, as told by Herodotus, is alone worth all the years the young student gives solely to classical study, for the lesson which it gives in patriotism and the higher political economy. And an oration of Demosthenes is history, philosophy, logic, eloquence, and statesmanship combined. A statesman, who

has not enjoyed the advantages of this study, must be sadly deficient, more so than he himself can tell, and as the demands of this nineteenth century can little allow.

3. The acquirement of the ancient languages is a mental discipline; and in some respects a discipline which no other study can confer All are agreed that in education the chief thing to be considered is discipline. The attainment of knowledge is secondary. We will be glad for all the knowledge which can be acquired in the course of an education, but the first thing must be the training of the powers, the getting of the faculties, like tools and instruments, in hand and capable of use. It is of little avail in an army to keep together supplies and munitions of war, if the troops are not under the discipline of drill and organization. And nothing, we contend, teaches a young man how to think,—how to give attention, reflect, reason, analyze, compare, and exercise judgment,—better than the study of those artistically perfected languages, the Latin and Greek.

And further than this. Whatever may be said of the physical sciences, or other English branches, as means of discipline, none of them can supply the place of the ancient languages in the following respect. Grant the value of the physical sciences, in the culture of the observing faculty, the faculty of analysis, the reason and reflection, yet the man of science classically educated will acknowledge that there is an equal culture of the memory, attention, and judgment, in the study of the languages, and a culture of the powers of reason and reflection, and of the æsthetic and moral faculties which physical science does not know. The student of Horace and Homer has not only had the discipline of his memory and powers of reasoning and reflection through the grammar and dictionary of their languages, but his mind has been introduced to the sphere of their thought,—to their poetic imagery, their genial humor and sparkling wit, their axiomatic morals and sententious philosophy. The student of Cicero, Demosthenes, Tacitus, Thucydides, and Plato, has to do with the masters of the world in oratory, history, and philosophy. He follows their thought, and is borne along in its path whether it be in the flight of eloquence or the depths of philosophic meditation and speculation. It is an exalted sphere of mental activity and association into which he is introduced, and one in which it would be extraordinary if the mind were passive, if it were not made actively receptive and ardently enkindled. A man brings from the stone, the flower, the work of chemical anlysis, what he carries to it, no more. Not so when he comes from communion with the living thoughts of men. They ignite and inflame the tinder of his own thought. They stimulate, and in a manner compel, to independent effort. They open the gateways to abstract reflection, and put him not only in possession of his tools and instruments to use on any future field, but lead him also to the sight and possession of new fields. And thus it is impossible that any amount of geology or mineralogy or zoölogy or mechanics or engineering should do for a man what either Horaceor Cicero or Homer or Plato is able to accomplish for him.

Let no one, then, we say, use rash hand in diminishing the amount of Latin and Greek in American colleges. We will not complain if physical sciences gain a considerable place. Let it be all they deserve, but let it not be to the detriment of any other department, most of all to that of the ancient languages.

J. B. S.

THE ART OF WRITING.

Most teachers would admit that Composition day is not usually placed by their pupils in the same category with Thanksgiving day and Fourth of July, nor anticipated with such longings. We need not wonder. Young scholars, who can follow their text-books with considerable spirit, find it another task when called upon to originate anything themselves. A spider that finds himself obliged to spin his web out of his own substance, and has no substance to spin, must experience some curious sensations; and the case is not much different with those who are beginning to write. In the majority of instances the art of writing must be undertaken as a piece of drudgery, and with the hope that experience, increasing facility, and interesting subjects, will in time kindle the pupil's enthusiasm. The present essay is designed to furnish various hints which may aid such teachers in this often neglected work.

There are three points on which the beginner will need guidance and aid. The subject being assigned to him, and the problem being to set it forth in the best manner, he will require to be taught, 1. How to get his material; 2. How to arrange it; 3. How to express it.

Not one mind in a thousand can do its best with a subject by sitting down to write *de novo*, without preliminary work of reflecting, contriving, planning, selecting, adjusting, and the like. It is much like constructing a house. An omniscient mind can strike out the entire plan at a blow, even to the minutest details, and need no preparatory study. But our finite minds must, before daring to build, take time to outline the whole, and measure the timbers, and fit every part of the frame even to the most insignificant brace. The first part of this work to the house-builder is to gather his material; and to the composition-writer, the first work to be done is the same.

1. How to get the Material.

It is to be got by thinking. And it is to be premised that this thinking is to be done, pen in hand. One must catch and fix the fleeting thoughts before they are gone. The bird-catcher of the Orkneys carries his net of course, otherwise he catches no bird. The young writer must do the same. Sir Isaac Newton relates his method of study thus: "I keep the subject continually before me, and wait till the first dawnings open slowly by little and little into a full and clear light." This is the true process for the beginner as well. And every step of the advance must be carefully noted, so as not to be forgotten in the final estimate. With this preliminary caution, let us now direct the learner how to summon his thoughts from the "vasty deep" of the mental chaos.

1. Perception. This is the first operation. Bring your mind to bear on the subject, as an astronomer directs his telescope toward a star. The object must come before the mental vision, and be looked at. It may have more than one side; if so, go around it, and examine them all, and make at least a rough measurement of their size and angles. Do not attempt to describe an object or philosophize about it until you have looked at it closely enough to distinguish precisely what it is, and will be in no danger of confounding a planet with a balloon, or a science with a system of philosophy.

2. This will bring you to two questions: What do I know of this thing? and, What is my opinion of it? Write down the answers to each as fast as they occur. In answering the first, it may be necessary to read for the facts, since our personal knowledge of the subject may be small. This is a process, however, which is going on in most minds all the time. As the years roll on, reading, observation, and experience

all go into the general stock of replenishment, by which our minds are slowly adding to their knowledge of subjects. If the mind be active and observant, there comes to be finally such a body of information that for many subjects one needs to seek no further than among the treasures of his own memory. The answer to the other question should be our own opinion, not the opinion of others. It will induce a more careful and accurate thoughtfulness if we force ourselves to estimate the facts we have gathered by our own judgment, instead of leaning upon the judgment of others. We shall doubtless make mistakes. But the habit of forming opinions of our own will be of sufficient value to more than counterbalance any disadvantage like this.

3. The next suggestions will probably come from the laws of association. The subject before the mind will, in the majority of cases, be so closely linked with others, and often by such various and striking alliances, that it will be almost impossible to help discovering them. If so, the mind will be led outward by many a clue into new relationships and aspects of the matter in hand. These will suggest others. And the result sometimes is, that instead of being hindered by a paucity of material, the mind becomes embarrassed by its rapid accumulation, and is puzzled to know what to do with it all.

4. Another stage in the development of the subject will be to set the imagination at work upon it. This is a power which we are apt to treat cavalierly. We invoke its aid for poets and artists, but in any sober work we are unwilling to allow even its presence. But precisely because it is of use to the painter and the poet, it is of use to the thinker. It may not be able to create; but its office is to combine and recombine, to arrange and rearrange, until the mind has had an opportunity to see its subject in all lights and positions, and with the various possible effects of perspective and surroundings. No historian could fairly estimate the people and events of any distant age, if he had not imagination enough to transport him to that age, and to call up around him the circumstances of its life, so different from his own. In like manner, the student of any subject needs the aid of imagination to put him *into* the subject, and surround him with a harmonious combination of the almost infinite diversity of facts, circumstances, and relationships which belong to it.

5. Another method of stimulating thought is by enlisting the feelings. The more one's interest is awakened in any direction, the more

easily can he keep his attention fixed in that direction, and the more keenly alive will his mind be to catch and hold every suggestion which bids fair to aid him. A man who feels his subject deeply will be much more likely to gather ideas upon it, than in any other condition. And a subject has not touched bottom till it has got down into the heart. Our emotional nature throbs readily under the touch of any hand that can reach it; and every vibration can be made to give forth new tones. When you have a subject in hand, then, put your heart into it. Do not undertake to write until your mind is all aglow with interest.

6. The amount of thought suggested upon any given subject will, after all, depend in great degree upon what may be called the quantity and intensity of one's life. The roll of a planet carries more force with it than the flight of a bird. There is more of power in the calm breadth of the Amazon than in the noisy flow of a brook. The broader and deeper the life we live, so much the more of force can we carry with us into any subject we enter. Such a mind will find a wider field in every subject, and will cover it with a more comprehensive survey. Suggestions will start up from more points, and come in upon the mind with a richer significance. When a traveler asked Wordsworth's servant to show him her master's study, she answered, "Here is his library, sir, but his study is out of doors." A man who has learned to take into his intellectual experience not only the help of letters, but the breadth of nature, can bring to bear upon his subject a wide range of thoughtfulness. We are working in the right direction as scholars whenever we are laboring to enlarge our life, and by experience, converse with other minds, and study of nature, are continually widening our mental horizon. It is not till one is living an enlarged life like this, that he can properly be a guide, either intellectual or spiritual, to his fellow men. He does justice to his readers only when he can say with Augustine, *unde vivo, inde dico; unde pascor, hoc ministro.*

By these methods of reflection and acquisition, the pupil finds he has collected a mass of material for the projected essay. It is very crude, doubtless, and curiously mingled. But it is a relief to know that it is not going into the essay, in the same order in which it has entered his mind; any more than the boards, shingles, bricks, timber, lime, and underpinning are going into the house in the order in which they are carted on to the ground. All this material, so diverse, so motley, so tangled, and apparently irreducible, is to be subjected next to a process of logical assortment. Like the fishermen in the parable, the pupil finds his net, which he has let down for a draught, coming to shore with some very curious denizens of the deep, of which the good only are to be put into vessels, and the bad cast away; and he, like the fishermen, finds the net result somewhat diminished by this first act of discrimination. The residuum constitutes his available material for the work in hand. Having got it, the next question is,—

2. How to arrange it.

This is what the Country Parson would call the "Art of putting things." It is an art. The unsorted and disjointed ideas, which have been gathered as above, would have little power of convincing or persuading any one, if launched at him in the same heterogeneous disorder in which they have first appeared; while precisely the same ideas can be made effective, by arrangement into a suitable order. Among all the notes and memoranda collected, the pupil will have little difficulty in discovering some, which should come near the beginning, some which should be put into the main discussion, and some which should be reserved for the close. This may be a rough classification, but it is enough to introduce the great idea of order. In anything of the nature of argument, the pupil will instinctively adopt a method; which will be usually getting at his proposition as soon as he can, and then following it up with his proofs. But in the essay, method is not so instinctively reached; and there will often remain most unmanageable material, that will not belong anywhere; and if it goes into the essay at all, is at last, in a fit of desperation, pitched in, neck and heels.

The late Prof. Shepard, of Bangor, used to say to his classes, "I sometimes ask myself, when planning a sermon, what is this I am at work upon now?—is it of the nature of definition?—if so, I never make a mistake in putting it into the first part of the plan. Is it motive?—if so, I never make a mistake in putting that into the last part." He would probably class under definition everything that goes to introduce, explain, and elucidate the subject; and under motive, all such considerations as would tend to enforce it, or make it acceptable. This is intrinsically the same with the three questions of Andrew Fuller: "When I have a subject before me, I sometimes ask myself three questions: What is it? How can I prove it? And what does it concern me or any of my people if it be true?" The answers to these questions would be: 1. Definition; 2. Proof; 3. Purpose or aim (*cui bono*).

The most common cause of perplexity to the beginner, and of confusion in his style, is the fatal facility with which his topics will cross and recross one another, and the same thoughts will perversely reappear in different places, and the ideas, which ought to come under one "head," have become hopelessly entangled under another. The remedy is to be found in more careful examination of the quality of the refractory thoughts. Generally, a slight glance will suffice to show their similarity to other points, which have been already satisfactorily located, and it is only necessary to transfer them to that other neighborhood, and readjust them to the new position. This process will frequently reduce the number of "heads," or "main points" of the essay; since some which have been promoted into "heads," and have received a formal statement by themselves, will be found to be logically only specifications, under some other division. One of the best exercises a teacher can give his pupils is to assign them sometimes subjects for plans, instead of for composition. The logical training which comes by practice is of the utmost value.

Having got the material, and arranged it for the intended composition, the last question is,—

3. How to express it.

This opens the gate into the whole unbounded field of style. We shall not attempt to travel it all over, which would be an endless journey, but shall confine the present writing to those few points which need to be most especially urged upon the beginner.

We sometimes call style a *vehicle* of conveying our thoughts. The analogy holds good in this sense at least, that the most perfect one is that which runs with the least friction. That style is the best which conveys the idea most clearly, and does not draw off the attention from the idea, to the words which express it. When King James I. tried on his suit of armor, he said, "Now nobody can hurt me, and I can hurt nobody;" which could as well be said also by the writer, who chooses to encase himself in the involutions of an obscure style. Such writing can do little execution. Readers of the present age cannot forgive an author who puts them to the extra task of studying out his style, before they can get at his meaning. No author has a right to make this demand upon the time and patience of his readers. No young writer, especially, has a right to imitate the nervous uncouthness of Emerson and Carlyle; it is unpardonable in them, and much more so would it be in their imitators. Unless there is extraordinary value in the thoughts thus conveyed, such a style will prove to be not a casket, but a coffin, and the world will leave it to be buried and forgotten.

The pupil should be instructed, first of all, to get out of his head the notion that good writing means fine writing. Beauty of style is not the *summum bonum*. The thing to be done is to express the idea,—not to produce a panorama of metaphors. When Phidias asked the Athenians whether he should use ivory or marble for the statue of their protecting goddess, they replied, "Use that material which is most worthy of our city." The renown of Athens was the central thought, and that which would best set it forth was the thing, and the only thing to be chosen. So in writing, the idea is what governs. The idea is the thing to be expressed,—not how it can be made a peg upon which to festoon pretty garlands of tropes,—but how it can be made to appear most completely, and most clearly itself.

To this end there are certain common principles to be laid down, from which the learner will derive some aid.

1. Let the idea which is to be expressed be a clear one in itself. It is useless to try to express clearly a thought which is only dim and shadowy; quite as much so as for a photographer to attempt to "take" a landscape which is wrapped in fog.

2. Do not adopt an ideal form upon which all sentences are to be modeled. In even so stiff and angular a thing as a house there are very few timbers alike; there is great diversity of diameter, length, angle, and use. Much more should there be variety in style. Some sentences may be long, some short, some medium. Some can be stately, others brisk. Some can be "periodic," others "loose." Some can be dense and compact, others more flowing and free. The writer who earnestly desires to accomplish his purpose, will find that he needs the flexibility of them all.

3. Be careful about epithets. Scrutinize the standing and rank of every adjective you admit into the society of your nouns and verbs.

Remember that the nouns and verbs are the burden-carriers of the sentence, and the weight of the idea is to be loaded chiefly upon them. In ordinary writing, whether argumentative, or didactic, adjectives and adverbs which are introduced merely for emphasis, are usually nothing better than interlopers, and only damage the sense they were intended to fortify. Turn them out without mercy. The simplest statements are commonly the strongest.

4. The main statement of a sentence should usually come last. Explanatory phrases, relative clauses, and the like, are to be introduced before that final statement is reached. There are exceptional cases, and these the cultivated writer soon learns to manage; but as a general fact a sentence is weakened by attaching minor clauses at the end. Let there be no stragglers in the rear; keep them all well in column, and bring up the line of march with the main force.

5. Prefer short words to long, and Saxon words to Latin. This rule also is to be taken with limitations, like the last. Abstract subjects, for example, need the Latin. It would be difficult to compose a sentence upon philosophy or science in Saxon; we must look to the other element of our language to find words which would express such ideas. But for all ordinary sentiments, Saxon is both stronger and neater. Fitz Greene Halleck relates that a love-letter written by a Scotch servant girl, once fell into his hands, the style of which so charmed him and his literary friends by its purity and elegance, that he sought an explanation of the writer, and begged to know how it was that in her humble circumstances she had acquired a style so beautiful that the most cultivated minds agreed in admiring it. "Sir," she replied, "I came to this country four years ago. Then I did not know how to read or write. But since then I have learned how to read and write, but not how to spell; so always when I sit down to write a letter, I choose those words which are so short and simple that I am sure I know how to spell them." The special reason why the Saxon element in our language is to be preferred for all ordinary uses is, that it is more familiar to the mass of the minds we address. We all do our thinking in Saxon. The names of most familiar objects are Saxon. The words which express our simple emotions are Saxon. And accordingly the man who addresses us mainly in Saxon gets nearer to us, and affords us clearer conceptions of the subject in hand. It is instructive to compare the styles of the great masters in literature,

and observe in what proportion they employed the two elements of the language. An analysis of various passages in their writings, as given by a recent authority, shows the following results:

In Gibbon's style, not much more than one-half the words are Saxon;
" Pope and Hume, about 2 out of 3 are Saxon;
" Johnson, 3 " 4 " "
" Spenser, Addison, Thomson, and Isaac Taylor, 4 out of 5 are Saxon;
" Shakespeare, 5 out of 6 are Saxon;
" Milton, 7 " 8 " "
" Swift, 8 " 9 " "
" our English Bible, 28 " 29 " "

That is to say, the more we use of the longer and more abstract words of Latin origin, the nearer we approach to the stately philosophical style of Johnson, Hume, and Gibbon; while the more we cultivate the Saxon element, the more will our style (so far as the choice of words is concerned) resemble the pungent directness of Swift and Milton (prose works), and the vividness of Shakespeare. To the beginner, the great advantage of this rule will be that his attempt to prune out the Latin and express his thoughts as far as possible in Saxon, will tend not only to simplify, but also to condense his style. That which compresses a great deal of meaning into a very small space, will make his style both more capacious and more vivid.

It only remains to be added, that the other studies of the pupil who is learning to write, will aid him by their contributions to his stock and variety of expression. His mathematical and scientific pursuits will strengthen the habit of definiteness in ideas. His exercises in translating from other languages, whether ancient or modern, will increase his command of words. And he should be encouraged to make the dictionary, and some good manual of synonyms (like Roget's Thesaurus of English Words) his familiar companions, for the sake of a wider knowledge of his mother tongue, and a stronger hold upon its resources. That English premier who was found reading through his dictionary for the second time, showed by his wonderful fluency in debate, that the somewhat novel study was not a waste of time.

J. S. S.

THE teacher should never tell a pupil to do a thing, unless convinced he can do it.

REQUISITES FOR THE TEACHER.

Free schools are strong bulwarks in a free republic, essential to its perpetuity and highest exaltation of glory. They are great levellers of caste. They furnish room for rich and poor to meet and climb together to eminence. They recognize no distinctions but those founded on character and attainments. They declare worth, not wealth nor titles, makes the man. This is true democracy, accords with the inner spirit of liberty. Their work is a noble one. Their aim is to educate and fit the people to govern themselves, thus seeking to strengthen, as nothing else can, the foundations of government. The greater their power, other things being equal, the stronger the government. In any community they are no unworthy criterion of its patriotism.

But schools imply teachers. They give them life, point, and efficiency. As is the teacher, so is the school in its moulding, elevating power. He controls, as a king, the lever lifting the young to higher excellence. The better the teacher, the better the school. The better the school, the better for community and country. The greater the nation's aggregate of intelligence, the greater its guaranties of stability.

We want good schools. For this we must have good teachers. Not such are all who assume the responsibilities. Some fall far below their privilege. They are not what they ought to be and might be. There is a demand for the best, but it is not always coupled with the stimulus of a sufficient recompense, and they are slow to accede. They do not bestir themselves, as they should to become worthy. They entertain too low views of their work, estimate it by unworthy standards, or are too indifferent. They act as hirelings when they should be master workmen. Their aims centre on their pockets, rather than the skillful carving of immortal souls.

But what are some of the requisites for a first-class teacher, such as we would see in all the school-rooms of the land?

1. *Opulent scholarship.* Large and varied scholastic attainments are indispensable. The modicum necessary to secure a committee's passport is not enough. One cannot well know too much. In a little learning lurks danger. Ripeness of mental development, breadth of thought, soundness of judgment, keenness of perception and discrimi-

nation, scope of illustration, power of adaptation to varying circumstances,—coming from long discipline in making extensive acquirements,—are essential. And this for even the lowest grade of schools. The richer the mind, the greater its power to interest and profit. A collegiate education, or its equivalent, will never go amiss. This, however, may not always, nor often, be possible; but there must be high aims and constant effort for improvement. A stand-still policy is ruinous. Excelsior should be the golden motto of action. The eyes must ever be kept open for new discoveries in the broad field of knowledge. Precious treasures must be daily gathered in to make richer and more competent for the work. And all vitalized with the life-blood of thought and holy endeavor, shall open up a royal highway for ambitious feet, and become shining stepping-stones to serene heights of glory.

2. *Love for the work.* The highest success can only come through love. For this the inspiration of material gain is powerless. Visions of a plethoric purse cannot insure the utmost faithfulness, bring out the fulness of soul-power. The heart must be deep in the work for best results. Otherwise toil will become a dull routine. School-room duties will seem like the forced exactions of a tread-mill, and the school-room itself like a prison. Indispensable is a heart in full sympathy with the work. Love for it will divest it of all semblance of drudgery, and make it a pleasure. Love will give stimulus and enthusiasm, will insure a holy consecration and untiring devotion. Love will glorify the work.

3. *Aspiration.* The teacher should aspire to do great things, something worthy, satisfying. He should set his standard high, and let strong desires nerve him for its attainment, no matter whether reached or not. Unforeseen obstacles may impede, untoward influences counteract. Circumstances beyond control may defeat particular ends. He may never at the time be able to guarantee coveted results; but he will make a closer approximation. His aspirations will invest him with kingly authority, and insure continuance of endeavor, where else failure would be inevitable. Low aims are ruinous as well as unworthy. They can never set a world on fire. They can never make a live teacher, nor a school-room the model workshop of busy brains. They beget only weakness and inefficiency. They are forerunners of defect. Lofty aspirations are necessary to give point, concentration; to

wake up the whole man; to fire the soul and impel him to do his best. They give distinctness of outline, bring out, in bold relief, the responsible work to be done, impressing it on the heart, as the seal its image on the yielding wax. They induce the gathering up of all available resources as a mighty power for its accomplishment. Like the tree stretching heavenward, and throwing out to the four winds its pliant limbs, to drink in from air and sunshine life-giving juices, his soaring aspirations send out everywhere within the circling range of vision, long arms of thought to gather up rich treasures of might to give them reality, to lift him to a higher vantage-ground of triumph, making him superior to every antagonism.

4. *Inspiration.* By this is meant the power to inspire his pupils in their work, a personal magnetism which shall draw them to him, and beget within them a resistless impulse to carry out his wishes,—the power to bring his own soul, glowing hot with a holy enthusiasm, into vital contact with their souls, infusing them with the same enthusiasm, stirring them up to noble endeavors. A live teacher must make live scholars. The teacher who has no power to do this has mistaken his calling. No fact is more patent than that the masses of the young will not wisely husband time and privileges without such inspiration. A rod of iron can never become a worthy substitute. If scholars do not study, better no school.

> Satan finds some mischief still
> For idle *brains*, as well as hands, to do.

The true measure of school success, intellectually speaking, is the degree of mental development and growth of thought-power, not merely memorized book-words. This is the ultimate end to be sought by the teacher for his pupils. But this, to be accomplished in any good measure, demands little less than an agony of endeavor on the part of the pupils. And this will never be without this influencing power of the teacher. It may drive him to his wit's end thus to inspire them, but this is essential to all permanent praiseworthy success.

5. *Self-control.* Order is Heaven's first law, and certainly should be the first law of the school-room. No school can be successful without it. Disorder, to say nothing of its incompatibility with studiousness, encourages, if not insures, the same habits of mind. In many minds, instead of systematic method, there will be likely to follow a chronic topsyturvyness.

Now amid the manifold annoyances and vexations inseparable from school-room experience, self-control is indispensable. Order, if secured at all, must be mainly done through the teacher's influence. Self-control, in the use of wise means, is its surest guaranty. A perfect master of himself, he will find but little difficulty in controlling his school. Nothing must be done in a passion. Signs of temper may be like sparks of fire, setting the whole school in a blaze. If the teacher gets angry, scholars will get angry, will not fail purposely to provoke and torment him. He will be forced to govern through fear rather than love. There must be an iron hand, an iron face, unlovely and unwelcome. But calm and serene as a June morning, with temper ever unruffled, he shall win respect and confidence, and soon his word shall become like a self-imposed law. Pupils will rejoice to second his wishes, and peace and quietness prevail. All honor to him. He shall be a living witness to the truth of Solomon's words, "He that is slow to anger is better than the mighty; and he that ruleth his spirit, than he that taketh a city."

6. *Snap.* There is much hard work to be done in the school-room. The teacher can always find enough to do, however long his time, or swift his work. He cannot do his whole duty without tasking severely his energies. His soul ought to be wrought up to a fever of exertion. If he has any ambition he will be stimulated to accomplish as much as possible. His work-day is short. To meet his wishes he must be expeditious. He needs snap, despatch in execution, vivacity, an up-and-a-coming spirit, spurning all snail-like action in a resolute, determined endeavor to make the most of the passing moment. Not rashness nor recklessness, but the opposite of the humdrum, easy monotony of the drone.

7. *Patience.* A spirit of patient waiting, of continuous endurance, bearing and forbearing. His may seem an up-hill work. He will find many discouragements. Sore trials will tend to fret him. Plans to interest may fail. Good results may be slow in maturing. His best impulses may be suddenly checked, his warmest ardor cooled. He may seem to be laboring in vain, and hopes deferred may make his heart sick. But still duty presses him on. He must bear the burdens resting upon him, however heavy. Can he acquit himself with honor or satisfaction to himself without patience? In patience must he possess his soul, if he would make the most of himself, and insure the richest harvest.

Give these elements of power in the teacher an out-shining reality, and he cannot well fail. Let them gather strength with his growing experience, and they shall be mighty in achieving for him success, and lifting him to a high vantage-ground of glory. With the blessing of God he shall become a peer among men! C. F. N.

OBJECT-LESSON.—(First Step.)

FOR CHILDREN FROM FIVE TO SIX YEARS OF AGE.

The term object-lessons, as popularly understood and used, applies to the study of common things, in reference to their parts, the uses, relations, and mutual dependence of these parts, the properties and uses of the object as a whole, and the adaptation of its structure and material to use. A series of object-lessons proper has several divisions or steps, arranged according to the relative ease of perceiving the different properties of objects, and facility of expressing the attendant ideas.

In the first division or step, the children discover parts of objects, the position, number and uses of these parts; in the second step, their attention is directed to the obvious and distinctive qualities of objects as a whole; in the third step, they are led to notice the adaptation of quality, structure, and material of objects to their use; the dependence of one quality of an object on another; and are led to compare objects one with another in regard to qualities, material, etc.; in the fourth step they proceed to the classification of objects; while in the fifth and sixth steps they seek the causes of given objects. It will be seen that these higher steps lead into the realm of true science.

As an example of a first step lesson, or such an one as would be given to the youngest children in our schools, we present the following lesson on a water-pail, for parts and uses of parts. The ideas which the children are to express are, first, in regard to parts; a water-pail has a handle, hoops, bottom, staves, ears, bail, and rivets. Second, in regard to uses of parts, as, We carry the pail by the bail; the ears hold the bail to the pail; the staves keep the water from running out, etc.

The teacher comes before the class with a water-pail.

Teacher. What is this?
Children. A pail.
Tr. What kind of a pail?
Ch. A water-pail.

Tr. Why do you call it a water-pail?

Ch. Because it is used to carry water.

Tr. What other kinds of pails have you seen?

Ch. Tin-pails, milk-pails, etc.

Tr. Johnny, touch some part of this pail? [Johnny touches staves.]

Tr. What has Johnny touched?

Ch. Sides.

Tr. Pass your fingers around the pail; what do you notice about the sides?

Ch. Cracks.*

Tr. Pass your fingers from one of the cracks to the next one; what is that between the cracks? [Children may say board; if they say, "dont know," ask]: What would you call it if I should take it out of the pail?

Ch. Board.

Tr. These boards that are in the sides of a pail we call staves; what do we call them?

Ch. Staves.

Tr. What is it we call staves?

Ch. The boards in the sides of the pail. [The term "staves," as well as all other terms given by the teacher, should be fixed in the memory of the children by individual and simultaneous recitation; the same is true of all statements made by the children which the teacher wishes to use in the summary of the lesson.]

Tr. What is it the pail has?

Ch. Staves.

Tr. What is it that has staves?

Ch. Water-pail.

Tr. Now state what you have learned of the water-pail?

Ch. The water-pail has staves.†

The other parts of the pail are found, and named in a similar way. After the children are familiar with the names of all the parts, the teacher may proceed to the second division of the lesson, the uses of the parts. As an example of the method to be here pursued, we give the questioning for obtaining the statement, we carry the pail by the bail.

Tr. Why do you think that the man who made this pail made a bail for it?

Ch. To take hold of.

Tr. Why do you want to take hold of it?

Ch. So as to carry it. [If children say nothing at this point, the teacher takes the pail by the bail and carries it a little ways, then asks]: What am I doing with the pail?

Ch. Carrying it.

Tr. How?

Ch. By the bail.

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* This idea of staves will be much more easily worked out, if the teacher uses an old pail, with all or nearly all the paint worn off.

† The idea of staves may also be brought out by comparing the water-pail with a tin-pail.

Tr. Then when we carry the water-pail, we carry it how?
Ch. By the bail.
Tr. What do we do with the bail?
Ch. Carry the water-pail.
Tr. Now tell me what you have learned about carrying the water-pail?
Ch. We carry the water-pail by the bail.

A similar method is pursued for finding the uses of the other parts. In the earliest stages of these lessons, where the children merely find and name parts, the names of the objects and their parts should be printed upon the board, and the children led to recognize the written words as symbols of the parts; when the pupils are more advanced, as at the time of this lesson, whole statements may be printed or written upon the board, upon whose meaning the teacher should thoroughly question the children.

As a summary or review, the statements on the board may be erased, or the children may close their eyes, and give the statements from memory. The same thing may be done with the object removed. The teacher may give one part of a statement, and the children finish it, or write down the name of some part on the board and the children make a statement about it. The success of such a review depends much upon the ingenuity of the teacher in giving variety to the exercise. The above methods are but suggestive as to what may be done. Good object-lessons in the first step may be given upon such objects as the lamp, knife and fork, newspaper, places in and about the city, tree, flower, book, parasol, or anything having distinct parts.

To a thoughtful mind, a lesson like the above may appear trivial and foolish. He will say, why teach the child what he already knows, or will inevitably discover, if he never attends school for a single day? Simply for these reasons; in common life, men have to do with common things; here, as elsewhere, knowledge is power. In such matters he who knows the most is he who sees the most understandingly and accurately. So to train the perceptions as to reach this result is the peculiar and primary aim of a series of object-lessons. Incidentally, also, grammar is taught, and its practical results seen in the correct expressions of the child, who soon learns that he is not to use such forms as "han got," "hadn't ought," "lots," etc., etc.

Object-lessons are to the child what botany, chemistry, and all other natural sciences are to the maturer minds. In fact, all physical sciences are but advanced object-lessons, since they are but the studies of things, considered in regard to their relations, parts, uses, and properties.

RESIDENT EDITOR'S DEPARTMENT.

REPORT OF SUPERINTENDENT OF COMMON SCHOOLS.

In the last number of the Journal we had only room to announce briefly the publication of Superintendent Johnson's Report. The full edition of the report is not yet out, the selections from town and city committee's reports which make up the appendix not having yet come from the printers' hands.

Mr. Johnson begins his report by assigning as a reason for leaving the quiet retirement of his private school to enter upon the arduous duties of his present office, his wish to do something for the cause of education, and to aid in placing the common schools of the State on a better basis. After speaking of the duties of his office, and the efforts he has made to obtain information in regard to the schools, he gives fifty pages of statistics, worked up and tabulated with great minuteness and care. We have never seen this work so well done before in the Maine Reports, and it certainly must have required a great amount of labor on the part of Mr. Johnson to make the statistical exhibit, which he has given us. A summary of these statistics is given in the following abridgment of his

COMPARATIVE STATEMENT.	1868.	1858.
Whole number of scholars between 4 and 21	225,200	241,883
Number registered in Summer Schools	111,552	132,182
Average attendance	85,407	100,726
Number registered in Winter Schools	124,655	154,860
Average attendance	97,790	122,430
Number in Winter Schools not attending Summer Schools	19,714	
Average length of Summer Schools in weeks and days, 5½ days per week	9w. 2d.	
Average length of Winter Schools in weeks and days, 5½ days per week	9w. 1d.	
Average length of schools for the year	18w. 3d.	19w. 5d.
Number of districts	3,632	4,127
Number of districts with graded schools	150	
Number of School Houses	3,719	3,932
Number of School Houses in good condition	1,977	1,925
Number of School Houses built last year	93	134
Cost of same	$272,774	$66,739
Number of Male Teachers employed in Summer	70	
Number of Male Teachers employed in Winter	1,815	
Number of Female Teachers employed in Summer	4,360	
Number of Female Teachers employed in Winter	2,012	
Average wages of Male Teachers per month, excluding board	$29.50	$21.86
Average wages of Female Teachers per week, excluding board	2.94	2.13
Average cost of Teachers' board per week	2.17	
Amount of school money voted	598,094.00	402,761.00
Amount raised per scholar	2.65	1.59
Amount drawn from State fund in 1867	17,719.15	82,698.27
Amount derived from local funds	12,013.37	14,286.76
Amount paid for tuition in private schools, academies, or colleges in the State	54,545.00	26,581.56
Amount expended to prolong schools	14,640.00	16,572.91
Per centage of average attendance to whole number	.42	.47
Per centage of average attendance to scholars registered	.77	.77
Aggregate amount expended for schools	1,072,498	623,699.69
Amount of School Fund	261,112	149,085.48

The circular of inquiry in regard to the various kinds of text-books used, &c., was answered by less than half the cities, towns, and plantations in the State. The answers, as far as received, do not show that great diversity of books that we supposed to exist. There is not uniformity, it is true, but we have not yet quite reached "confusion worse confounded." It is greatly to be regretted that the apathy existing upon the subject in half of the towns of the State should have prevented them from answering Mr. Johnson's questions addressed to them by *express direction* of an act passed by the last legislature.

The Normal Schools, the Maine Educational Association, and the Educational Journal, are all specially and kindly commended. Upon the five points urged for the consideration of the Legislature, namely: 1. The School District System. 2. Teachers' Institutes. 3. County Supervisorship. 4. State Uniformity of Text-books. 5. Compulsory Attendance,—the superintendent speaks at some length, and with clearness and force. There will, of course, be a difference of opinion in regard to the feasibility of some of these projects, but our present purpose is to indicate the contents of the report, and not to discuss them; although we may refer to some of them hereafter. Of one thing the people of the State may feel sure,—Mr. Johnson is a man of work. We hope the teachers and friends of education will join with him in giving the children and youth of Maine better schools and more of them.

A SMALL HERESY CONFESSED AND FEEBLY DEFENDED.

Mr. Res. Editor,—When you and I were boys, and studied old *Adam's Latin Grammar*,—did *you* though?—we were allowed, if not taught to pronounce the paradigms of the verbs and nouns with the emphasis on the termination, thus: Pen*na*, pen*næ*, pen*næ*, pen*nam*, pen*na*, pen*nah*. Am*o*, am*as*, am*at*, amamus amatis am*ant*. A few years later, Drs. Andrews and Stoddard appeared upon the stage, and all the *old stagers* changed their tune and taught their pupils to say *a*mo, *a*mas, *a*mat, *mu*sa, *mu*sæ, *mu*sam, as by the rules of orthœpy in such cases made and provided.

Thus have I taught for many years,—to the great disgust of beginners, who find it so much easier to commit the declinations and conjugations when they can emphasize the *differing* part of the noun or verb, and thus keep the *contrast* permanently in mind.

Within a few years I have *defended* the old method, and have been restrained from allowing it in my classes only by the fear of being pronounced a heretic by my fellow teachers, or others, who might in some way be informed of my (supposed) error.

In favor of the old method, then, we have first the argument of *greater rapidity in learning.* I think no one will deny this. But of itself this is not, of course, a sufficient argument.

Secondly, then, it is the *natural* method, and is allowed accordingly in reading the paradigms of our own language, as in the comparison of adjectives,—thus: Reasonable, *more* reasonable, *most* reasonable. *I* love, *you* love, *he* loves. *We* love, *ye* love, *they* love. The same is true outside of the grammar. We say he must *in*crease, and I must decrease. The *as*cent is difficult, the *de*scent easy, to be used *in*ternally and *ex*ternally. No one hesitates for a moment to accent the *wrong* syllable in any of these cases, when thus put in contrast. Nor is there any danger of our pronouncing the words wrongly in their ordinary occurrence, because we do so when thus contrasted. Is not the same true of the Latin words in question? I believe so. I do not remember in my experience or operations, that pronouncing a*mo*, a*mas*, a*mat*, led the pupil to give the accent to the last syllable in the subsequent *reading* of the same words.

My conclusion, then, is, that the old method is easier, more natural, and entirely consistent with the practice in our own language.

HERETIC.

EDUCATIONAL INTELLIGENCE.

MAINE.—Mr. John A. C. Fellows, Instructor in Latin, Greek, and Mathematics in Bowdoin College, died last month after a brief illness. He graduated in 1866. Mr. Henry S. Chapman, of Portland, a graduate of the same class, has been appointed to take the place of Mr. Fellows.

Miss Helen B. Coffin, the popular Assistant in the Farmington Normal School, has been transferred to the Castine Normal School, thus giving to each school four regular teachers, besides the teachers of music and penmanship.

Gardiner has procured a plan for a new High School building.

Mr. W. H. Lambert, late of the Castine High School, has become principal of the High School at Augusta.

PENNSYLVANIA.—Superintendent Wickersham sends us his last annual Report on the schools of the Key-stone State. It is as full of interesting matter as an egg is of meat. It has one item we would like to commend to the teachers and legislators of Maine. Out of 16,771 teachers in the State, 10,268 attended teachers' institutes during their session.

MINNESOTA.—We are indebted to Hon. Mark H. Dunnell, State Superintendent of Public Instruction, for a catalogue of the State Teachers Institutes; also for his Annual Report for 1868. The latter represents the schools of the State as making good progress.

BOOK TABLE.

ANCIENT HISTORY; Illustrated by Colored Maps, and a Chronological Chart, for the use of Families and Schools. By C. A. Bloss. Revised and improved by John J. Anderson. New York: Clark & Maynard.

This has been quite extensively used in some of the Middle States, and with great favor. In its present revised form it furnishes an excellent manual for school and family use. Its style is characterized by a singular felicity of expression, combined with great brevity and clearness of statement. These and other features render it exceedingly attractive to the learner, and will serve to make the study of ancient history, usually so dry, pleasant and agreeable to the young. The maps and chart will be of great service in the study, as will, also, the very excellent Review Questions. We are glad to see the work accompanied by a full pronouncing index of proper names.

A PRACTICAL GRAMMAR OF THE ENGLISH LANGUAGE, for the use of Learners of every grade. By Thomas W. Harvey, A. M. Cincinnati: Wilson, Hinkle & Co.

A brief examination of this work has impressed us very favorably. It is remarkably clear throughout, and its method is philosophical. The system of analysis is good; irregular and anomalous words are very satisfactorily explained, and the chapters on punctuation and prosody are eminently lucid and practical. Although the work is simple and concise, it is full enough for use in any of our schools. With this text-book we think we could make the course of a class in English Grammer attractive and profitable.

HANDBOOK OF CHEMISTRY; for school and home use. By W. J. Rolfe & J. A. Gillet, teachers in the Cambridge High School. Boston: Woolworth, Ainsworth & Co.

In a notice of a new Chemistry last month we expressed our gratification that text-books in this science are being reduced in size to a form that will better adapt them for practical instruction. The book of Messrs. Rolfe & Gillet is quite brief, occupying, with the text proper, only one hundred and fifty-nine pages, and followed by an appendix of about forty pages. The method of treatment is brief, but clear and quite satisfactory. The experiments are so described as not to burden the memory, but are more freely treated in the appendix, for the use of those teachers who are provided with apparatus. The most recent discoveries and newly established theories are presented, and the new nomenclature is employed throughout the work. A list of some of the most useful but inexpensive articles of apparatus is given, which will be very serviceable to teachers at a distance from cities and large towns, where only such things can be obtained· In our judgment the book would have been better had some of the topics been expanded. An increase on the size of the volume of one-fourth, could not be regarded as objectionable. But there are many things in this handbook which we like. Such books will do much to popularize a very interesting and useful branch of Natural Science.

OUTLINES OF COMPOSITION. By H. J. Zander, and T. E. Howard. Boston: Robert S. Davis & Co. Portland: Carter & Dresser.

The plan of this work is an improvement on many books of a similar title heretofore published. It does not keep the pupil wholly in the leading-strings, but allows and compels him to think for himself. The plan of the work, if faithfully carried out, will do much to encourage and guide the young writer in this useful department of education.

THE GALAXY. A monthly magazine. Sheldon & Co. New York.

We are happy to announce to the readers of the Galaxy the remarkable fact, that, in a single month (December last), the list of subscribers doubled. This is certainly a very great increase for so short a time. The Galaxy has been before the public three years, and has during that time accumulated a long list of subscribers, which has now doubled in one month, and is still increasing very rapidly. The Galaxy has, from the start, maintained its position as a first-class literary magazine, and is now reaping a rich reward for its determined efforts to not only make a thoroughly good and readable magazine, but to compel the public to acknowledge its position. It is just here that three-fourths of all new periodicals fail. They do well for a short time, but success not coming as soon as expected, their character is allowed to run down, and, finally, all ends in a failure. It requires capital and determination to maintain for a long time the high standing which is now required of a first-class magazine, until pecuniary success comes.

R. Shelton McKenzie, in a late issue of the Philadelphia Press, says:

> The Publishers of the Galaxy, a New York illustrated monthly, have gone to great expense to establish it thoroughly. They have secured a new serial by Charles Reade, which will appear simultaneously in New York and London. Looking over the list of contributors it seems to us as if Sheldon & Co. had retained the aid of three-fourths of the most popular authors and magazine writers in the country.

One attractive feature for teachers in this monthly is in Richard Grant White's articles on *Words and their Uses*. The opening chapters of Charles Reade's new story are found in the March number.

MANUAL LATIN GRAMMAR. By Wm. F. Allen and Joseph H. Allen. Boston: Edwin Ginn. Woodworth, Ainsworth & Co.

This concise little work of 120 pages, published some months since and noticed at the time, we think, in this Journal, has been somewhat revised and improved. It professes to contain everything actually needed by the pupil for an intelligent study of the Latin grammar and language, and to dispense with the frightful accumulation of technicalities and exceptions which have of late been coming in upon us as numerous, and almost as annoying, as the frogs of Egypt. We are glad the authors have applied the pruning-knife thoroughly and faithfully to the excrescences of Latin grammar. If they can succeed in simplifying and rationalizing the study of that language, they will confer an everlasting benefit upon all lovers of classical culture.

THE UNION READERS. By Charles W. Sanders. New York: Ivison, Phinney, Blakeman & Co. Boston: Wilde, Bowler, & Co.

This series consists of a Primer, a Primary and an advanced Speller, and six Readers. The smaller books are attractive enough to make one wish to be young again, and the higher volumes, on tinted paper, are neat enough for the parlor table. The illustrations are of the very first order, and the selections fresh and varied, with judicious elocutionary matter for training and drill. The moral tone of the whole series is excellent. The fact that it is the most extensively used of any in the country is strong proof of its great excellence.

INTRODUCTION TO THE STUDY OF ENGLISH LITERATURE. By Henry N. Day. New York: Charles Scribner & Co. Portland: Loring, Short & Harmon.

This carefully prepared volume, of more than five hundred pages, will be very welcome to the student of English literature. After a preliminary chapter on the history and affinities of our language, there are given more than four hundred pages of selections from representative authors, with biographical notices and explanatory notes. These selections are not numerous, but are well chosen, and begin with the early versions of the Bible, Piers Plowman, Mandeville, and Chaucer, and end with Longfellow. They are judiciously made, and will be highly serviceable as examples for the study of those authors. The remainder of the work is devoted to the principles and forms of the language and literature, and is well adapted for study in the class or for the private student. Prof. Day has done good service in this work for the student in English literature.

CITIZEN'S MANUAL. A Text-book on Government for Common Schools. By Rev. Joseph Alden, President of State Normal School, Albany, N. Y. New York: Sheldon & Co.

Our common schools need a work of this kind, and we hope they will adopt and use it. It is a small duodecimo volume of 134 pages, arranged on the plan of question and answer, so as to explain the different forms of government, the origin and formation of our government, and the provisions of our constitution and its amendments. Something of this kind ought to be used in every grammar and district school in the State.

NEW ELEMENTARY COURSE IN THE GERMAN LANGUAGE; for the use of Schools. By Gabriel Campbell. Boston: Woolworth, Ainsworth & Co.

This book seems to be well adapted for instruction. It contains a grammar, exercises for reading and analysis, and a vocabulary, all within two hundred pages. The comparison of German idioms with corresponding English is a prominent and a commendable feature. The work has already a good introduction in schools.

GRAY'S SCHOOL AND FIELD BOOK OF BOTANY. By Asa Gray. New York: Ivison, Phinney, Blakeman & Co. Boston: Wilde, Bowler & Co.

This volume contains *First lessons in Botany, and Field, Forest, and Garden Botany*, and is, we think, deservedly the best of the whole of Prof. Gray's series. It is preferable to the *Manual*, for it is better adapted for use in classes or by the private student. The *Lessons* contain an elementary treatise on the science sufficient for all the purposes of instruction; and the Flora contains not only *wild flowers*, but all the common herbs, shrubs, and trees in our forests; and those cultivated n the garden and the greenhouse. This latter feature is a great improvement. The *Glossary* is very full, and one of the best we have seen.

SELECT ORATIONS OF CICERO, with explanatory notes. By George Stuart. Philadelphia: Eldredge & Brother.

We welcome another of the neat and convenient series of classics by the above firm; the Cæsar and Virgil having been previously published. In size it might be termed the *handy volume* series. Although the volume is small, it contains fourteen orations, more than any other American edition. This will enable teachers to vary the reading of successive classes. The notes are brief and judicious, and there are references to three or four of the grammars most used in schools. The volume is really a model one.

OUR YOUNG FOLKS.—Messrs. Fields, Osgood & Co. of Boston, announce their willingness to send four numbers of their Magazine, from January to April of this year, as specimens, to any persons who will send them their address.

We trust this very liberal offer will bring this really valuable Magazine to the notice of all our readers, and be the means of introducing it into all the families where it is now unknown.

A BOOK ABOUT DOMINIES, AND A BOOK ABOUT BOYS, are two very entertaining books, instructive withal, by Mr. A. R. Hope, an English schoolmaster, who discourses of the life and trials of his profession in a very pleasant vein, and says many things of boys which are witty and wise; or otherwise, as estimated from different stand-points. The English dominie is not quite the type of our yankee schoolmaster, nor are the "boys" of the English schools just the model for "our boys;" but the books are well worth reading for instruction and recreation. Published by Roberts Brothers, Boston. W.

CHANGING BASE; or, what Edward Rice learned at School. By William Everett, author of "On the Cam." Boston: Lee & Shepard.

One of the best books this,—illustrating the life of boys in a public classical school, and following the fortunes of one, especially, through many trials, to an unquestioned triumph. There are capital lessons here for teachers and pupils. Some boys that we know of, and some teachers, would be greatly benefited by "*Changing Base.*" Let them try it. W.

Just what Sabbath School Superintendents have desired a thousand times and were unable to find is now furnished in a volume entitled *Children in the Temple*, by Rev. H. Clay Trumbull, published by W. J. Holland & Co., and for sale by Messrs. Hoyt & Fogg, Portland. It is a hand-book for the Sunday School concert, and a guide for the children and preacher, containing a history of children's worship, hints on reading, singing, prayer and preaching, forms for opening and closing services, concert exercises, sermon plans, etc. A Superintendent with this book at his command need never be at a loss how to make his concerts or his school interesting.

LOVE ME LITTLE, LOVE ME LONG. NEVER TO LATE TO MEND. THE CLOISTER AND THE HEARTH. By Charles Reade. Boston: Fields, Osgood & Co. For sale in Portland, by H. L. Davis.

Three very attractive volumes, from the new uniform series of Reade's works now in course of publication. There are those who call Charles Reade the Walter Scott of the present generation. Sure it is, that he has deservedly a very large class of readers and admirers, who will hail with joy these neat and highly interesting volumes.

LIPPINCOTT'S MAGAZINE for March is a good number. The story, *Beyond the Breakers*, increases in interest. An article on *Our Provincialisms*, will interest teachers. Other papers, on the Boston Public Library; the Revolution in Cuba; the Foundling Hospital in London; Inauguration Ode, &c., are very good.

THE CHILDREN'S HOUR, a monthly magazine for the little ones, edited by T. S. Arthur, Philadelphia, is a very attractive visitor for juveniles, and, like all good magazines of the kind, will find many readers among older folks. T. S. Arthur & Son, Philadelphia. $1.25 per year.

ONCE A MONTH, a new magazine of ninety-six pages 16mo size, by the same publishers, is quite unique, and well filled with a good variety of reading matter. Its size is capital for railway reading. $2.00 a year, or 20 cents a number.

THE YOUTH'S COMPANION is as fresh and young as when we used to spell out its interesting stories. It is a great educator in a family where there are children. Published weekly by Perry, Mason & Co., Boston. $1.25 per year.

THE ATLANTIC for March is a good number. It has a second paper on the *New Education* which will be of especial interest to teachers and educators.

THE AMERICAN NATURALIST, published by the Peabody Academy of Science, Salem, Mass., is one of the most sterling, and at the same time popular scientific magazines published. Teachers will find much in it to help them in their work.

THE JOURNAL OF EDUCATION, published at Quebec, is welcomed to our table. It has a good article entitled, *Can Science be taught in our Day Schools?*

THE JOURNAL OF CHEMISTRY, published monthly, by Jas. R. Nichols & Co., Boston, at fifty cents a year, is a journal we can cordially commend to every teacher in the land.

THE PHRENOLOGICAL JOURNAL FOR MARCH has portraits and sketches of two champions of female suffrage, Mary E. C. Stanton, and Susan B. Anthony; also of Ole Bull and others.

NUTS TO CRACK.

QUESTIONS.

16. Correct the following: If it is not him, it looks enough like him, to be him.

17. Have you no books? Is yes, or no, the correct answer to the above question?

ANSWER TO NO. 1 IN JANUARY NUMBER.

The question to be answered here is, whether there can be six Tuesdays in February, and a February with only three Tuesdays.

To a person traveling eastward the sun rises earlier every morning and sets earlier every night, and the amount of time thus gained every morning bears the same relation to a day that the daily distance traveled does to the circumference of the earth. Therefore when he has travelled entirely round the earth he has gained one whole day; or, in other words, his reckoning will be one day ahead of the time of the place where he completes the circuit of the earth. Now in leap year, if February begins on Tuesday, it will have five Tuesdays by ordinary reckoning, namely: the 1st, 8th, 15th, 22d, and 29th days of the month. (Feb. 1868 had five Saturdays.)

Now let us suppose a person who sailed from Portland eastward has circumnavigated the globe and arrived in Portland on the evening of Tuesday, February 29. He has already had five Tuesdays. But as he is one day ahead of Portland time when he awakes the next morning, instead of calling the day Wednesday, by his reckoning, he must conform to Portland reckoning and call the day Tuesday (Feb. 29, again), which is to him his *Sixth Tuesday in February*.

To account for only *three* Tuesdays in February will be easy from the above explanation. A person sailing *westward* round the globe, loses a whole day. Now if in February of any other year than leap year, a person sailing westward arrives in Portland on the eve of the fourth Monday, he has thus far had but three Tuesdays; and as he has lost a day, the next day will be to him not *Tuesday*, but, by Portland time, Wednesday; and there can be to him no more Tuesdays in February, and he has had but three during the entire month.

TEACHERS, AND TEACHERS' PLACES.

The undersigned are a permanent committee of the Maine Educational Association, on Teachers and Teachers' places. The object of the committee is to put persons in want of teachers, and teachers in want of situations, in communication. Applications may be made to either member of the committee. Teachers should state what kind of schools they wish for; about what compensation they expect; what branches they are willing to teach; how much experience they have had. Those in want of teachers should specify the grade and character of their schools, and the length of the same; what compensation they can offer, and any other particulars important for applicants to know. Applications of either kind in the hands of the committee, not referred to other parties, on the 20th of each month, will be forwarded to the chairman, at Portland, and be numbered and published in the next number of this Journal. Persons wishing information in regard to such applications should specify the number. As the committee perform this service without pay they expect all applicants, who wish for an answer, to inclose a postage stamp: and they will not feel themselves bound to answer any communication which comes to them without such stamp.

A. E. CHASE, Chairman, Portland. J. P. GROSS, Brunswick.
C. C. ROUNDS, Farmington. G. T. FLETCHER, Castine.
N. T. TRUE, Bethel.

TEACHERS WANTING SITUATIONS.

LADIES.

No. 1. Educated at Normal School, Farmington. Has had experience in district schools. Wants an assistant's place.

No. 2. Educated at Normal School, Farmington. Has taught nine terms in district schools. Wants a permanent position.

No. 3. Educated at Female College, Kent's Hill. Taught six terms in common schools. One year in Lewiston High School. Wants a situation in High School or Academy.

No. 4. Desires permanent situation. Has had ample experience in all English branches.

No. 5. Desires permanent situation. Can teach French, Music, and English.

No. 6. Educated at Farmington Normal School. Has taught five terms district school. Would prefer assistant's place, but would take charge of graded school.

No. 7. Educated at Normal School, Farmington. Has taught twelve terms. Would like a graded school or assistant's place.

No. 8. Has taught nine years in Academy, and district schools. Would like an Academy or High School. Can teach French, Latin, and English.

No. 11. Graduated at Bates College, Seminary Department. Can teach English, French, and Drawing. Has taught sixteen terms. Wishes for High School or Academy.

No. 12. Graduated at Kent's Hill Female College. Can teach Latin, German, French, Mathematics, and Sciences. Has taught four years. Wishes for High School, Academy, or Select School.

GENTLEMEN.

No. 13. Has taught fifteen years. Fully capable of taking charge of Grammar, or the English department of a High School. Educated at Maine Wesleyan Seminary.

No. 14. Has had eighteen years' experience in Grammar Schools. Desires permanent situation in a Grammar School.

No. 15. Has taught seven terms in common schools; one year in a Grammar School. Can teach French, Latin, and English. Desires situation in an Academy, High, or Grammar School.

No. 16. Has a good English education. Wishes to obtain a situation in an Academy or High School as an assistant, where a knowledge of the Classics may be obtained. Wages, aside from board, not of importance.

No. 17. Educated at Maine State Seminary. Has taught Grammar and District Schools. Wishes situation as assistant in High School or a Grammar School.

No. 18. Has taught ten schools. Can teach English, Latin, and Greek. Wishes employment for the summer. Wages $50 per month and board.

No. 19. Wishes first class High School. Has had ample experience in Massachusetts.

CLUBBING WITH MAGAZINES.

We will supply either of the following Periodicals or Books and the Journal of Education one year, for payment strictly in advance one year, for the sums named:

$10.50.	*Webster's Illustrated Unabridged Dictionary.*
$8.50.	*Littell's Living Age.*
$6.00.	*Webster's National Pictorial Dictionary.*
$5.50.	*The Nation, Every Saturday, Eclectic Magazine,* or *Round Table.*
$4.75.	*Atlantic Monthly, Frank Leslie's Illustrated News, Harpers' New Monthly, Harpers' Weekly, Ladies' Bazaar,* or *The Chimney Corner.*
$4.00.	*Godey's Lady's Book, American Naturalist, The Scientific American, The Congregationalist.*
$3.50.	*Phrenological Journal, and Life Illustrated.*
$3.25.	*Oliver Optic's Magazine.*
$3.00.	*Our Young Folks, Peterson's Ladies' Magazine, Weekly Boston Journal, Ladies' Friend, Riverside Echo, Portland Transcript, Arthur's Home Magazine,* or *Arthur's Once a Month.*
$2.50.	*Arthur's Children's Hour.*
$1.90.	*The Half Dime Eclectic.*

THE MAINE

JOURNAL OF EDUCATION.

GALEN ALLEN, Editor for April.

Vol. III. APRIL, 1869. No. 4.

REVIEWS AND EXAMINATIONS.

We take it for granted that every teacher of a high school will agree with us in the statement that thorough examinations are necessary in order to maintain a commendable standard of scholarship.

How shall such examinations be secured and conducted? Oral examinations, during and at the close of each term, are good as far as they go, but they fall far short of what the good of the pupils individually, and the school as a whole require.

In oral examinations, as usually conducted, not sufficient time is devoted to each pupil to give the examination the appearance even of thoroughness. The pupils are called in quick succession, and the examination is *rushed* through. The results are far from being satisfactory. We would substitute at least one examination to be conducted in writing, and this should cover the work of the year. If, for instance, the school year is divided into three terms, and oral examinations be held at the close of the first two, and then, during the last week of the third, after a general review of the studies of the year,—which review may occupy the last six weeks of the term,—a thorough examination conducted in writing be had, the results will be most happy. The six weeks spent in reviewing the studies of the year will be the most profitable six weeks of the year. They will be most valuable both as a means of discipline and acquiring knowledge. The general review will help fix in the minds of the pupils the principles which they have been studying, and make these principles their own; and unless *principles* are mastered, we all know that *study* is not a success.

How should these examinations be conducted? In the first place, let those whose duty it is, prepare *carefully* a list of test questions, and, if possible, have them printed. Inform the pupils that upon the next day such classes will be examined in such studies, and that they must complete the examination before they leave the room or communicate in any way. Before the examination, all books should be taken from the pupils, and, during the examination, they should not be allowed to communicate in any manner whatever. Throw the pupils "upon their own oars" in this way, and, in the results, you will have a true test of what each can do and has accomplished during the year, and promotions can be made accordingly. I have made trial of this method for four years, and I know from experience that it is *very useful* and practicable. The teacher who is afraid of work ought not to adopt this method of examination. There is work in the preparation of the papers, and there is work in the examination of the written results. But we are sure the teacher who values his pupils' progress above his own ease, will be very much pleased with the *true* success of such an examination.

We give below, as a specimen of the test questions referred to above, questions in Natural Philosophy. G. A.

TEST QUESTIONS.

1. Define Natural Philosophy; give the *modes* of *investigation; define each,* and give the *modes* of *reasoning*.

2. Define *Universal Properties* of matter, and name and define each. The same with *Accessory Properties*.

3. Give the three *laws* of *motion*, and some of the results of *Centrifugal Force*.

4. Give the history of the discovery of the laws of *Gravitation*, and the three facts which have been established in regard to it?

5. Laws of *Weight*.

6. What is used as *Motive Power*, and what is a *Unit* of *Work?*

7. The *Universal Law* in regard to machines.

8. Name the *Mechanical Powers*, and state the law of advantage or disadvantage in the use of the *Lever* and *Screw*.

9. State the law of *Hydrostatics*, and the principles of the *Artesian Wells.*

10. Define *Specific Gravity* and the *standard* adopted in computing it.

11. Give the facts in regard to the *Atmosphere.*

12. Heat; *sources* of heat; *effects* of heat; and *diffusion* of heat.

13. Light; *sources* of light; propagation of light, and its velocity, and how the velocity of light was dicovered.

14. Define the *Solar Spectrum*, and name the *Primary Colors* in their order, commencing with *Red.*

15. Name the parts of the eye, and state the office of each.

16. Sound; *nature, transmission*, and *velocity.*

17. Define *Electricity*, and name its sources.

18. In what way do lightning-rods protect buildings?

19. Magnetic Needles are of how many kinds? and where are the *Magnetic Poles?*

20. Give the history of the Mariners' Compass, and name the points from *north* to *east.*

HOW SHOULD A YOUNG MAN BE PREPARED FOR COLLEGE.

The terms of admission to the colleges of New England require that a young man should pass a creditable examination in a certain amount of Latin, Greek, and mathematics, and ancient and modern geography. So far as these branches are concerned, then, a young man is prepared for college when he is prepared to stand a thorough examination in them. This means,—

1. Not merely having gone over the ground, and having once read the amount. Candidates seem to think, sometimes, that it is all important to be able to say that they have been over the whole ground; that if they can say this, it is a matter of which little will be thought, how they have done it. The prime question on the other hand is, are they so versed in the appointed studies, that they are prepared to take their places in the college course and proceed? More men fail probably of entering college by reason of the superficiality of their work, than of not having gone over the required amount. And many more men, who have happened to pass examination by the skin of their teeth, have found themselves hampered and crippled in their studies during all their course, because compelled to work harder than they otherwise would, and unable to profit by all the advantages set before them as they might, from previous deficiency.

2. It means, therefore, a thorough exploration and possession of the ground. It means, for example, in Latin and Greek, that the student shall be master of the grammatical forms and principles, the latter at least as far as they apply and are illustrated in what he has been required to read, and of its history, biography, and geography. This is absolutely necessary. The work cannot be understandingly and fittingly done in any other way. Consider the work of preparation either as the work of mental discipline commenced, or the acquisition of knowledge begun, or as merely preparation for the advanced work of the college course, as one will, and it is not otherwise fittingly done. With what certainty can a young man translate a sentence in Cicero or Xenophon, if he is not able to give precisely the form and relation of each word? Or what understanding has he of the Anabasis, if he has not been made familiar, through history, the classical dictionary, and ancient geography, with the epoch, the men, and the regions concerned?

3. And this means *time*—deliberate preparation. Time is an essential element. Little can be done to hurry the growth of a plant. Little can be done to quicken a chemical process in the laboratory. As little can a required amount of intellectual attainment be made in less than the proper time. Acquirement takes time. The mind works at a certain rate. For proper accomplishment, you cannot make it work faster. You may hurry and crowd it, but with a result similar to that of hurrying and crowding the stomach. It is foolish, therefore, to attempt to do in one year the work designed for two. Here is a crying sin of our academies and high schools. They encourage young men to think they can do the work of two years in one, and many a young man presents himself for admission to college after having crowded the Greek of at least two years into a few months. What wonder that he fails to enter, or if he succeeds, that he drags and limps along through the greater part of his course, and probably is disgusted with a study which should be a profit and a delight? No young man ought to attempt a preparation upon the Greek and Latin at present required in less time than two years for the first, and three for the latter.

But previous to this, there is another work to be done. A good foundation should be laid in English studies. It is to be remembered that our colleges are institutions for advanced study,—that they are the highest educational institutions we have, save the professional schools. They therefore must presuppose some things; and if those things have been neglected, the college course cannot delay to make them good. It cannot teach a man penmanship or orthography or simple arithmetic or geography. Those foundations he must have laid in the primary and grammar school, or, if by increased diligence he does not of himself supply their lack, their lack must ever remain. No deficiency of this kind can the college supply. And what a misfortune for a man to have had the advantages of a college course, and yet go forth to the world deficient in matters in which every common school-boy of fifteen should be proficient.

We should say, let every boy have a good English education before he begins his classical, at any rate, before he enters college. We would include in an English education reading and writing the English language correctly, grammar, arithmetic, geography (it is surprising how many young men offering themselves for admission to college from even our best city schools, are deficient in this), natural philosophy, history of the United States, and the English language and literature, so far at least as the commission to memory and competitive recitation of beautiful passages in prose and poetry. A foundation in these studies well laid is one upon which the future structure can well and fittingly be built. Even the advantage which such a preparation gives a young man for the appreciation and proper pursuit of his college studies is a sufficient argument in its behalf. But its great importance reaches beyond. If it is not done at this, its proper time, it never will be done, and a mortifying lifelong deficiency is the result.

Perhaps, now, some teacher would like to have a course of preparatory study, and a list of books. Supposing the English studies quite or nearly completed, we would commence with Latin,—Allen's Latin Lessons and Grammar, or Harkness' First Latin Book,—to be followed by his Reader and Grammar, together with his Introduction to Latin Prose Composition. With this have a daily recitation in ancient geography, using such a book as Baird's Classical Manual, or Schmidt's Manual of Ancient Geography, until completed, and in algebra and geometry, and arithmetic if needed, until at last the required amount for admission is prepared. When a sufficient amount of Latin has been mastered by means of Lessons and Reader, let Cæsar or Nepos be taken, using the best edition as to maps, notes, and grammatical references. Then Cicero's Orations, Virgil (not omitting the Georgics, and taking at least six books of the Eneid), and Sallust, and in this order; for a pupil is not prepared in his grammar for Virgil before Cicero, and Sallust he will be prepared to enjoy only if taken last.

When Cicero is begun, commence Greek. Harkness' First Greek Book is capital. So is Whitton's Greek Lessons. The latter has the advantage of referring to Hadley's Grammar, for rules, etc., from the outset, and obviates the disadvantage of learning first one set of rules, and then another. After the Lessons, let four books of Xenophon's Anabasis, and two of the Iliad, be well read. Use for the latter Prof. Boise's new book, The First Six Books of the Iliad. It is carefully annotated with reference to thorough work and the use of Hadley's and Kühner's Grammars, and Goodwin's Greek Moods and Tenses.

If the work required in this course has been well done, we venture to say a young man is well prepared to enter either of our New England colleges. And if it, or any other course, has not been well done, he is not prepared to enter any college. J. B. S.

THE LEGAL RIGHT OF CORPORAL PUNISHMENT IN SCHOOLS, AND ITS LIMITATIONS.

BY WASHINGTON GILBERT.

THE present age in our country is one of strong and healthful tendency to popular education. The large sums of money annually bestowed, from the gains of the rich and the earnings of the poor, for the education of the young in the common schools, betoken the general interest of the people in these fundamental institutions of our country. The willing tribute of toil for their support, proves their deep hold upon the hearts of the common people. The higher seminaries of learning and the universities are important to teach the favored few those branches of studies and polite literature, which serve to embellish nature, and lend grace to the charms of society, and to perpetuate and improve those sciences which, though little used, are yet necessary to civilized life. But the common schools, in which the rudiments are taught to all who desire, or who can be allured or compelled to accept their benefits, are the medium of the general, if not the universal, diffusion of knowledge.

This doctrine of the universal education of the people is one of comparatively modern growth. And like all things of growth, it requires time to reach its maturity. It is, therefore, no disparagement to the system to say, that with us, the grand conception, difficult as it is of accomplishment, has not yet been fully realized in practice. To reach the affections of the most degraded classes, debased by vile associations and groveling habits, or to reclaim even untutored and neglected individuals among the children and youth of more favored classes, and prepare them to appreciate the fruits of discipline and learning, and to submit to the labors and restraint necessary for the development of the germs of manhood, and to embrace the proffered benefits of the State, is a work which baffles the skill of the statesman, as well as the labors of the tutor. It may, however, be remarked, that in the ardent endeavors of the State, as an educator of youth, to train and develop the intellect, there may have been too much neglect of moral culture. It is here respectfully maintained that the discipline of the heart must precede that of the intellect. With this we begin in the cradle. With this we should proceed in the schools. The fond and discreet mother's smile of sympathy, awakens in the infant's breast emotions which become habitual, growing with perennial vigor, and, in maturer years, becoming the parents of high resolves and manful deeds. The father's caress, while it inspires filial love with new strength, at the same time encourages the struggling hopes of childhood, fills the heart with principles of duty, and thus prepares the child to encounter the labors incident to his age.

And yet more, by securing the individual and private good of the rising generations, we seek to secure and perpetuate public interests. It is believed that we fall into a too common error, when we say, as we often do, that the safety of the republic resides in the intelligence of the people. It is undeniable that a general intelligence among the people is of high importance to give them broad, liberal, and correct views in affairs of State, and in respect to the wants of society and their own social duty. Knowledge is often the parent of many virtues. But a virtuous disposition is the essential and prominent qualification of the good citizen. Give him this and his mind is open for the reception, and his desires reach forth for the acquisition of knowledge. But without virtue there is no safety, while intelligence, not under the control of a virtuous will, may be the agency which is the most destructive of the public welfare. Hence our statute law has provided, in accordance with the admirable sentiment of our ancestral period, that the "instructors of youth in public or private institutions, shall use their best endeavors to impress on the minds of the children and youth committed to their care and instruction, the principles of morality and justice, and a sacred regard for truth; love of country, humanity, and a universal benevolence; sobriety, industry, and frugality; chastity, moderation, and temperance; and all other virtues, which are the ornaments of human society; and to lead those under their care, as their ages and capacities admit, into a particular understanding of the tendency of such virtues to preserve and perfect a republican constitution, and secure the blessings of liberty, and promote their future happiness; and the tendency of the opposite vices, to slavery, degradation, and ruin."

This law of the State is derived from an ancient statute of Massachusetts. It recognizes the paramount importance of culture of the heart and of the moral sense; and while it enjoins nothing as to the teaching of the various studies of the schools, it commands the inculcation of all those cardinal virtues, which, proceeding from the united action of the sentiments and the understanding, constitute at once the essence of all greatness of individual character, and the foundation of all social order and national peace and prosperity. Although jealously against the teaching of sectarian dogmas, under the patronage of the State, has led, in the main, to the exclusion of formal religious teaching in the public schools; and although for the same reason religious instruction is not mentioned by name in the statute quoted, the virtues there enjoined are those, which have their root and principal support in the principles of our religion. They are of the essence of Christian character. And as without this there is no steadfast and immutable principle of human action, nor any immortal hope for the individual man, so without these virtues deeply implanted in the hearts of the people, molding and guiding their thoughts and purposes, and forming an outgrowth in their action and in the expression of their collective will, there is no stability for our institutions, nor any hope of a grand or benign national destiny. It follows thence that the public have the great and superior interest in the education and discipline of the young. Hence the injunctions of the statute. The question therefore arises, what shall the public do to enforce the discipline of the schools. Whether we, like Prussia, should lay aside our jealousy of personal freedom, and compel the attendance of all under certain ages upon the public schools, it is not the purpose of this essay to inquire. But what is the policy of the law as to the enforcement of discipline and decorum upon those, whose parents or guardians choose to put them under the tuition of our public instructors?

As the good of the State demands that such young persons should be taught and trained into habits of decorum, and of systematic effort, and that the moral and social virtues should be impressed upon their characters, it follows that there should be a power to enforce duty upon the pupil. This leads us to notice the great differences of different persons, in moral power, to control the actions of others. There are those of that controlling, sympathetic influence, either of mild and silent persuasion, or of a potential, irresistible will, silently and yet visibly enforcing its mandates upon the wills of others, like the power of electricity,—not to be defined, and yet always felt, deterring from error, leading with implicit submission, inspiring with hope, with self-reliance, with manly resolve, with lofty purpose, or with virtuous resolution, or inciting to calm and cheerful exertions; while there are those again, who either have no sympathetic influence over others, or who only fill us with sentiments of aversion. It were well if the voice of every teacher could bear with it the inspiration ascribed to the lyre of Orpheus; or at least, although it might not move rocks and trees and wild beasts to follow its call, if it had potent charms, at least, to move the infernal powers, which but too frequently hold possession of the breasts of untrained youths in the public schools. But for this, we cannot hope. For, while we must have many teachers, there are few persons in the world who have the moral power to break down, by moral influence alone, the obduracy of untutored and misguided youth,—to exorcise the malignant passions, which seek and often gain the human heart, as their dwelling-place, and to fill their places with kindly emotions.

Still there must be some power to enforce obedience. This brings the law-giver to a choice of remedies. You must either expel the delinquent from school, or else by force compel him to submit to the authority of the teacher. If you expel him, you deprive him of the benefits of the discipline which he needs more than any other scholar in the school, and the State suffers a loss. Instead of a virtuous and useful member of society, whose industry and skill shall enrich the State, whose worthy example shall enhance and adorn the public virtues, and who, as a discreet and decorous parent, shall help to multiply the people and strengthen the public welfare, you are likely to have, at a future day, an outcast,—perhaps a felon,—a burden to his country, and a disgrace to his generation. Every interest of society, therefore, demands that he should be retained in the school, where he may be subjected to proper corrective discipline; his sensibilities trained into harmony with his social duty, his understanding improved, and his fitness for the duties of life enlarged by education.

This being so, it follows that if moral influences cannot prevail "to keep the child in order and obedience," reasonable chastisement should be employed. The law sanctions it. This law is in accordance with all our notions in relation to the discipline of the young. It is an old doctrine. "He that spareth his rod hateth his son; but he that loveth him, chasteneth him betimes!" says Solomon. And in all civilized nations of the present day, as well as among the nations of the past, moderate and reasonable corporal punishment is allowed, and practised by the parent upon the disobedient child. By the common law, the teacher of a school, in respect to necessary discipline, stands *in loco parentis*, and has the power of such "restraint and correction, as may be necessary to answer the purpose for which he is employed." "The rights of parents [in matters of discipline] result from their duties. As they are bound to maintain and educate their children, the law has given them the right to such authority; and in support of that authority, a right to the exercise of such discipline as may be requisite for the discharge of that sacred trust." "The power of the parent to restrain and coerce obedience in children cannot be doubted; and it has seldom or never been denied. The power delegated to the master by the parent must be accompanied, for the time being, with the same right, as incidental, or the object sought must fail of accomplishment."

It will be seen, therefore, that the right of corporal punishment in schools is well established in law. The theory of the common law, as expressed by elementary writers, and supported by judicial decisions, is, that this right is a power delegated to the master by the parent. This formula had its origin in England, when there were no common schools. But as applied to our public schools, it seems to us a fallacious doctrine. It would seem to be a power delegated to the master by the State from necessity, as we have attempted to show in the foregoing pages; and for the same reason, that the same power is delegated to the parent. In either case, it is a right which results from the duty to exact obedience, to the end that discipline and order may be maintained.

It has sometimes been argued, that our statute law, authorizing the superintending school committee to expel obstinately disobedient scholars has abrogated the right of corporal punishment in the schools. This doctrine was, however, emphatically repudiated by the court, in *Stevens* vs. *Fassett*, 27th Me. Reps., p. 266. As we have endeavored to show, the public interest requires that the pupil should be retained in school and subjected to discipline. His own interest requires it. Of all the pupils of a school, there is probably no one who could not be deprived of its privileges with less detriment to himself and the public, than he who needs by special discipline to be reduced to obedience and order. For his interest, even more than for that of the willing and dutiful scholar, if we may repeat an idea, the coffers of the rich are laid under contribution, and the wages of labor are tasked to provide the means of mental and moral culture. And to expel, or even allow all those who are averse to application or impatience of restraint, or who do not choose to yield a willing obedience, to cast away the proffered benefits of public instruction, is to surrender one of the most important advantages of the schools, and to turn many youths, of capacities fitting them to take rank among the most worthy citizens, into the streets to become the scourges of society.

But the practical difficulties of such a proposition are sufficient for its refutation. If those who refuse to yield to "the reasonable commands and kindly persuasions" of the master, are subject only to the jurisdiction of the committee, it is obvious to the most superficial reason, that there would be no hope of order in the schools; and thus all must be, in a great measure, deprived of their benefits, because a few do not appreciate their privileges. We procure teachers of mind; we employ all available arts to make the school-room agreeable; we rear stately edifices adorned with the designs of architectural beauty;

we stimulate the exertions of the pupil with the rewards of hope and emulation, decorating the brows of successful competitors for preëminence with chaplets of flowers, and other emblems of honor, and applauding, with approbation, all who have been faithful in their efforts; and yet, were we to admit the proposed rule of interpretation, we should, in numerous cases, strike down the arm of the law, upraised in the support of order, and put it in the power of the discontented few, to destroy the possibility of that success, which is thus rewarded with our applause, and which is achieved only with so much care and expense. It is believed, therefore, in a practical point of view, as it is the legal view, that those cases only should be reserved for the action of the committee, where the pupil is to be regarded as incorrigible.

The right of corporal punishment, then, being settled, its true origin pointed out, and itself freed from all cavil and disturbing questions, we are to consider its limitations.

First. To be justified in law, it must be necessary. A wanton infliction of the rod is no more to be practised in the school-room than elsewhere. It can only follow disobedience. What degree of disobedience will justify it, lies very much in the good sense of the master, guided by a beneficent spirit. Trifling offences, committed without malice or wilful intent, should not be visited with the rod. And all will recognize the duty of the master to exhaust all hopeful moral influences, before he resorts to force. Yet where there is clear disobedience, and where the chastisement ceases, where disobedience and submission are made, it is justified in law.

Second. It must be reasonable,—reasonable in kind and amount. The administration of pain in customary and reasonable forms, in order to coerce to obedience, is allowed. Torture is unlawful. Chastisement of a kind which may be dangerous to life, or detrimental to health, although the pain inflicted may not be great, is unlawful. Forms of punishment calculated to excite great terror, or to work undue influences upon a sensitive imagination, are not justifiable.

Third. It must be discreet. Doubtless the master should, in every case, well consider the temperament of the delinquent. Punishment inflicted upon an obstinate boy without pride or self-respect, and full of malevolent will and purpose, might prove highly salutary; while the same punishment inflicted upon one of a naturally sensitive temper, of a proud and haughty disposition, might only serve to fix his ruin. But the law cannot take notice of these differences, provided the master does not transcend the limits of the ordinary discretion of considerate men. How far the attempt to enforce submission, in cases of great obstinacy, by the coercion of the rod, should be carried, is sometimes a difficult and delicate question for the master to decide. On the one hand, he owes a duty to the school to assert and vindicate his empire,—that of absolute sway. On the other hand, the law will not allow excessive infliction; and that is excessive which is severe, is inflicted without reasonable hope of a salutary result. On the one hand, he owes a duty to the obstinate pupil to subdue his obdurate will, and for his own good to reduce him to order and obedience, provided it can be done within the bounds of reason. On the other hand, humanity has her claims, and safety must be consulted. The master and the pupil in conflict, the one or the other must prevail. If the master is obliged to desist without conquest, the fact may be misconstrued, and his supremacy over the school forever lost. If he persists, when success ceases to be probable, he may inflict permanent injury, or otherwise expose himself to the reprehension of the law. Thus, while every successive moment comes laden with the hope that the next will bring submission, and yet while it is doubtful whether anything short of actual mutilation, or even that, will serve to overcome the obduracy of pride and malevolence, the distressed master is placed in the most difficult position. The aspect of these contingencies leads us to repeat the observation, that the case should be well considered before the attempt is made. And if there is great danger that the pupil is incorrigible, either by the words of kindness and persuasion, and by all arguments and influences addressed to the better principles of our nature, or by chastisement of moderate severity, it is perhaps better that he should be considered one for whom society has provided privileges in vain, and that he be turned over to the jurisdiction of the committee, as the measure least detrimental to himself and most beneficial to the school. But when the master actually proceeds to correct by punishment, and finds himself involved in the difficulties here supposed, there can be no better or safer rule than to consider what the discreet and beneficent parent would do in the same exigency, and to do likewise. Let him remember, that for the time being, the law puts him in the place of the parent; that as his duties are commensurate with those of the parent, his rights are also commensurate, and no more. Let him be guided by this rule, and he will have done his whole duty; and however assailed, he will find his justification in ample and explicit provisions of the law.

Fourth. The punishment must cease, when the delinquent yields submission and obedience. Vindictive punishment is not sanctioned by law. This is a conclusion from our first limitation. But it must not be forgotten, that the master may not always be able to determine with precision, what amount of force is requisite to effect submission. And any small excess applied in good faith,—without malicious intent,—and productive of no essential harm, is excusable. It is to be further remarked, that the master may lawfully employ the aid of other persons to execute any lawful command or purpose which require the application of force.

THE SHADY SIDE OF A TEACHER'S LIFE.

For the teacher hard work is in store. Poor pay and poverty are for him. Teachers are often misrepresented, slandered, persecuted, and, it may be, *prosecuted.* Children who rule supreme at home, must be governed by the teacher at school. Successful teachers are soon worn out in body. Teachers are in danger of becoming opinionated. Teachers often "get into the ruts." Teachers sometimes get astride of hobbies. The efforts of teachers are sometimes nullified by committees, and others in authority over them. However hard teachers may labor, and however much they may suffer from all kinds of opposition combined, they cannot satisfy themselves even, in the fruits of their labor.

THE SUNNY SIDE OF A TEACHER'S LIFE.

The hard work of the teacher is conducive to his own mental and moral growth. Teaching is most honorable. The influence of the teacher is never-ending. He is often appreciated and honored. Many shall rise up to call the faithful teacher blessed. The teacher is the real benefactor of his race. If he is a benefactor, who causes two blades of grass to grow where only one grew before, in a much higher and nobler sense is he a benefactor, who causes virtues to bud and blossom in the human soul where before all was a desert waste. The persecuted teacher can, and ought, to have the consciousness of blessing his persecutors. The teacher can find comfort in the thought that he is following in the footsteps of the Great Teacher, and that even He was reviled and persecuted. The teacher has the privilege and pleasant duty of watching and aiding the unfolding of the powers of the human soul.

HOW MUCH GRAMMAR FOR OUR GRAMMAR-SCHOOLS.

In fixing upon a course of study for any special class of pupils, two questions are to be answered, namely, "What?" and "How much?"

Considering the first question answered, we shall discuss only the second with reference to the study of grammar in our grammar schools.

In settling this question we shall be greatly aided by considering, first, the age and mental grasp of the pupils; second, their probable future course of study; and third, how far abstract studies should yield to those that appeal more directly to the senses and concern the relations of men to nature, and to the practical affairs of life. In endeavoring to answer the question, "How much grammar?" in the present paper, we shall base our conclusions mainly upon the relations of the first and second of the above-named considerations to the subject. We will therefore first consider "the age and mental grasp of the pupils."

Our grammar schools are made up, for the most part, of pupils between the ages of ten and fifteen years. It needs no long discussion to satisfy us of the "mental grasp" of pupils of this age; all will probably readily agree that at this time in life, children learn almost altogether by observation or by direct efforts of the memory, and very little by abstract reasoning. The truth of this, any one who is familiar with the school-room, has frequent occasion to observe. The following fact, which has fallen under the observation of every teacher, furnishes a familiar illustration; a considerable proportion of the pupils of the age under consideration in our schools, are tolerably familiar with the rules and operations of arithmetic, readily repeating the rules and applying them in the solution of arithmetical problems, while but very few can fully comprehend the abstract mathematical reasoning involved. They learn the rules as practical, working rules, by an effort of pure memory; and only comprehend the mathematical reasoning when they reach maturer years. The most successful teachers can scarcely expect more than this, a few precocious children furnishing occasional exceptions.

How do these facts bear upon the subject immediately under consideration? The science of language (grammar) is one requiring for its comprehension the very strongest reasoning powers, if possible more so than mathematics, where there is no room for two opinions, one step leading of necessity to the next. Furthermore, this science affords but very little opportunity for the faculty of observation to aid the student in its mastery.

If it, then, be true that these scholars learn almost altogether by memory and observation, and grammar gives little or no opportunity for the use of the latter, is it not the dictate of reason, that we strive to teach such pupils but little more than what is readily retained by the memory, and readily comprehended by the simplest reasoning?

How far would this limitation carry us? Here is room for diversity of opinion. Our own is, however, that but little more should be attempted than to teach the various parts of speech, with their properties, inflexions, and ordinary uses; the analysis of sentences, so far as the ready determination of subject and predicate and their direct modifiers, and the rules of syntax; fixing all by abundant exercise in correcting false syntax and parsing; omitting all unusual and exceptional usages, and peculiar idiomatic constructions, and also the attempt to carry analysis into all the refinements usually undertaken in our text-books.

Within the limits indicated, we think, is as much as the ordinary reasoning powers of scholars, of the age under consideration, can fully master, and as much as memory, unaided by reason, can retain.

We shall find other reasons for the same limitations in considering, second, "the probable future course of study." In our cities a considerable portion of the scholars never advance beyond the grammar schools, and our plan may be objected to on the ground that if pupils are not to study after leaving the grammar schools, they ought to be taught as much as possible while there.

We grant they ought, and hold that for such, our limits include all that can profitably be taught; within these limits is enough for good writing and speaking, and we think the effort to teach the nicer distinctions and more abstruse matters of grammar, so confuses and perplexes scholars of this age, as to endanger the hold of the memory upon the more fundamental and absolutely essential facts.

To illustrate: one text-book, much in use, tells pupils that a common noun is a name which distinguishes one class of objects from another, and a proper noun a name which distinguishes one individual of a class from others of the same class. With these definitions *alone*, most pupils would probably gain and retain with tolerable ease, quite clear ideas of these classes of words; but the book goes straight on to say, that a "*common*" noun becomes "*proper*" when it is personified, and a "proper" noun becomes "common" when it is used to represent a class rather than an individual, which mixture of "common" and "proper" generally so confuses the minds of pupils, as to wholly destroy the clear impression made by the original definition.

Another portion of the scholars who leave our grammar-schools, pursue their studies still further in our high schools, academies, and colleges. With reference to these, other reasons of equal weight can be given in favor of the above limitations. This class very generally engages in the study of Latin, Greek, or some other language, ancient or modern; and in the pursuit of these studies comes to a comprehension of the true philosophy of language in general, and equally of individual language, much more surely than when English grammar only is the subject of study, and the pupil, who is thus engaged in the study of a foreign language, comes to a more rapid and thorough mastery of the nicer and more abstruse questions of even English grammar, than he possibly could do by striving to grapple with them in grammar schools.

The other exercises, too, of the higher schools, such as the allied study of rhetoric and composition, render essential aid in gaining a fuller understanding of English grammar.

We would further suggest that it might be well to have English grammar, as such, studied in our high schools, the nicer and more critical points being presented to the pupils, now better prepared to investigate and comprehend them, than during the immaturity of grammar school days.

The third consideration, "how far abstract studies should yield to those that appeal more directly to the senses, and concern the relations of men to nature and the practical affairs of life," opens a wide field of inquiry, which is now happily beginning to engage the attention of educators.

We do not propose, in this paper, to enter this field only so far as to say, in connection with the study of grammar, as at present pursued, that it is confessedly one of the driest and least interesting studies pursued in our schools, and its inevitable tendency is to make school irksome to the pupils, which is of itself a very serious objection to it, which should lead us earnestly to inquire if something more attractive and useful cannot be substituted for so much of grammar as we have endeavored above to show can be so much more profitably studied at a later period, or omitted by those who graduate from the grammar schools.

One word as to the text-books in common use. They are all (or nearly all) ill adapted to the course above indicated, engaging far too much in the nice philosophy of language to be adapted to scholars such as are usually found in the grammar schools. They are much too large. Indeed almost all text-book makers seem to be the victims of the malady sometimes known as "*cacoethes scribendi.*"

G. C. W.

WAGES OF FEMALE TEACHERS.

There is one item in Superintendent Johnson's report, recently published, that is not very creditable to the State, and cannot be a source of great pride to any earnest well-wisher of our public school system. According to the statistical tables found in that report, the average wages paid to the female teachers of the State, exclusive of board, is *two dollars and ninety-four cents per week!* As the average length of the schools is only eighteen weeks and six-elevenths, the average sum received per year by those who teach summer and winter amounts to *fifty-four dollars and fifty-two cents.* But of the four thousand, three hundred and sixty female teachers employed in summer schools, less than half of that number find employment in teaching in the winter season. Now, as the summer schools are kept, on an average, only nine weeks and four-elevenths, it follows that more than one-half of the female teachers in Maine receive, for all the employment they are able to find in the schools of the State during the year, only about *twenty-seven dollars and fifty-three cents.*

In the name of humanity, we protest that such facts are well-nigh disgraceful. Our famale teachers are spending the very best portion of their lives, wearing out soul and body in the exhausting labors of the school-room, and yet they do not receive what can be called a decent compensation for their labors. It is a matter of fact that in many towns the wages paid to female teachers is less than that paid to servant girls in the kitchen. Now when we take into account the character of the labor performed by the teacher, the necessary expense in preparation for that labor, and the wear of health and life unavoidably occasioned by the occupation, it is a marvel to us how so many women can be found to enter the school-room. Those who have had experience in teaching, know too well how exhausting is the business. It is more so than the occupation of the farmer or the mechanic. While the latter may be called upon for a greater expenditure of muscle, the teachers' brain and nervous system are overworked, and the sapping of vital energy is more sure to follow than where the labor is mostly physical in its character. A teacher with health and constitution shattered and worn out in the labors of the school-room, is generally a pretty thoroughly used-up person.

We are not able to understand fully why the scale of wages is so low for teachers in Maine. We have examined the reports of several States, and nowhere do we find the wages so low as in our own State. Indeed, we have found only two or three States where female teachers do not get more than double what they receive here, and in those States the rates are nearly double.

Superintendent Johnson well remarks, "Brains are cheap with us," and so long as they fail to command respectable compensation, it cannot be thought strange if "we get *cheap* brains."

There is one principle in political economy that cannot be ignored. All labor should be well paid for, and no more. Both parties, the employer and the employed, can then live by it. It is for the interest of both parties to abide by this principle; and just so far as either party attempts to depart from it, so far that party stands in his own light. It does not seem to us that the people of Maine are acting wisely or fairly in this matter. They are getting the hard labor of a class of persons generally sincerely devoted to their calling, and are not returning a fair equivalent for the same. A necessary consequence of this course is, they are yearly cheapening the quality of that labor, and thereby cheating their children out of a good education which they will need to enable them to discharge successfully the duties of life.

It is not to be supposed that teachers who incur considerable expense in preparing themselves for their duties, and who propose to devote their lives, or even a portion thereof, to the business, will long remain in the State where such small inducements are held out to them to labor. And it is a well-known fact that our State is yearly deprived of some of her best teachers, who go elsewhere for no other reason than that they see a better prospect of being appreciated and of receiving a fairer and more generous remuneration for their services. Maine employs apprentices, and when those apprentices have acquired skill in their calling, they are allowed to go and give *other States* the benefit of their training. In the light of a business transaction, such a policy is unwise, and not only expensive but actually impoverishing. Why should not Maine pursue a policy toward her schools that will make them justly a source of pride? Why will she not be generous enough toward her successful female teachers to retain those teachers in her own schools, instead of allowing them to set their faces toward Massachusetts Bay or the prairies of the West?

Most earnestly, then, do we implore the good people of our State to look at this matter in the light of justice and of their own interest, and to increase the pay of those women who are doing so much of the training of our children and youth, and who are thereby so largely shaping the destiny of our people and of the future prosperity of the State.

Meanwhile, we hope our female co-laborers will not despair. You can talk, ladies. Do not cease, then, to agitate this subject. Keep it before the public, prudently, but persistently. Prepare yourselves well for your duties, aim at the highest success in teaching, and then compel the public to appreciate and reward you for your labors.

A. P. S.

It is folly to envy one for what he possesses, rather than for what he enjoys.

It is folly to think there can be true friendship where there is no freedom.

SUPERVISION OF SCHOOLS.

ONE of the most effective means for the improvement of our public schools would be a more close and faithful supervision of them. The establishment of county superintendents by our legislature is in the right direction. County superintendents cannot, however, be relied on to take the place of town and city supervision. It would be impossible for a single individual to give personal attention to the several hundred schools of a single county in the course of a year. The best he can do is to influence local superintendents and committees to bestow more attention upon the schools under their charge, and, if he really accomplish this, he will prove a most valuable auxiliary to the State superintendent. He can, besides, introduce into some of the prominent schools of each town in his county the most improved modes of instruction and discipline, and through the local committees reach every district; he can collect results and report the same to the State superintendent; he can in these and various other ways assist in collecting and circulating information that will lead to very desirable results. All real and permanent improvement in our schools, from the lowest to the highest, however, will depend very much upon the supervision bestowed upon them by the proper local authorities, that is, by town committees or superintendents. All the schools of a town or city should, as far as possible, be organized upon the same general plan. Our district system, I am aware, operates against securing this result; but it will in time give way, as it has done already in most of our cities; and then the schools of each town and city can be made a unit, or be brought into perfect accord, by systematic grading and care. Until this is done, the best results cannot be reached. The working of a one man power is here necessary. This individual, whoever he may be,—and some towns in New England have been fortunate enough to find one among their citizens, not only ready, but qualified for the work,—one who, without compensation, out of love for the work, from a passion for doing good, especially to the young, is ready to spend any amount of time in this work of grading and supervising their schools, regardless of all personal considerations or convenience. Such a man was the late Dr. Bigelow, of Newton, Mass., and some such men I could point out in some of our towns and cities of Maine, did propriety allow; but, unfortunately, many places fail to secure such service at any price within their means.

The traits of character requisite in a man, in order that he be a suitable overseer, committee-man, or superintendent of schools, are so rarely found combined, that some of them, though entirely essential, are apt to be overlooked in the selection of those officers; and some, though sufficiently possessing these, rarely bring them into play. We hear so much said, by committees and others, of the qualities, both natural and acquired, that should be found in every good teacher, that we hope a practical teacher may be pardoned in the endeavor to point out some of the qualities that should contribute to the make-up of an efficient committee-man or school superintendent; and, as a scholium, we may point out in passing some of the duties which, in our apprehension, pertain to such an office.

The man into whose hands are placed the control of the schools of a town or city, either in whole or in part, should be—

1. *Moral.* Here has often been a fatal mistake. Men who were decidedly immoral, quite openly so, have very often been chosen upon our committees because of their education, or on account of their real or pretended interest in schools. I have seen members of school committees,—educated men, the more to their shame, and the more pernicious their example,—in school too intoxicated to appear well on the street. I have seen others, after whose visits not only the broom but the mop, was, if ever, an essential. And not in New York city alone have females, by the partiality of some members of the school board, received positions as teachers, who could not properly be received into virtuous society; and in one New England city, at least, a school superintendent was not long since obliged to resign, whether guilty of improprieties or not, to escape common scandal. These, it may be objected, are extreme cases. Well, they ought to be, but they are real! and, when such extreme cases can be found, would it be surprising if less-marked examples exist? No man should be elected, or allowed a place, on a school board, to go in and out before the young, whose moral character and personal habits are not above reproach! It is not necessary that the school officer be a church member, or a very polite or accomplished man, desirable as these qualities are; but he should be a *moral* man. Interest in schools, brilliant talents, and profound education, without moral principle, are as nothing in one placed over, not the young alone, but the teachers of the young.

2. He should be *affable.* He should be one who can address teachers, parents, and scholars with persuasive power. If he has the first requisite, *moral purity*, he has consequently *moral power*, and this will go far to assist him to convince and control. He, still further, needs affability, tact, a ready address. He should be a man whose presence is a pleasure to the young. There are some such, men who would have made excellent teachers. Perhaps they have been such. So much the better for that experience. Such men should be selected, and such are generally ready to serve as school officers.

3. He should be *large-hearted.* He should be one who cannot help loving children, and who is willing to use his patience and time and means for them and for humanity. If he is such an one, parents, teachers, and pupils will do for him all he asks. Every improvement he suggests will be readily adopted, if for no other reason, because *he* wishes it.

4. He must be an *organizer.* On this quality will depend, in a great measure, the success of the individual who undertakes to manage the schools of any town or city; and especially will one, who possesses this power, find ample scope for its exercise in a city acting under one government, and possessing graded schools, or the desire to grade them. He should be able to form in his own mind a definite plan, a complete outline of what he wishes the schools under his supervision to become. He should be able to comprehend well the material he has in hand, and know just how each portion should be tempered and applied to produce the required result.

As the successful general must grasp the quality of every brigade and every company in his command, and know just what work each subordinate officer is capable of performing, in order to mass his battalions to gain a desired end, so the school superintendent must not only have an aim, but he must know well how to use his forces to reach it. He must not only know the condition of his high school, or the most advanced schools in his jurisdiction, but he must from that standpoint be able to look through all the grades and all the schools under his charge, even to the lowest primaries, and so shape their course as to remedy defects that can only be reached by long-continued and well-directed effort. Without this organizing power at the head of our schools, much precious time will be worse than lost in experiments certain to reach no desirable end.

5. He should possess *experience.* If a person willing, and about to assume the control of public schools, does not *now* have some experience in them, gained by teaching or visitation, it will be a blessing to his schools and to his school teachers, if he will immediately gain that experience by visiting schools of all grades,—good schools, poor schools, and indifferent ones,—not in a hurried way, but by extending his visitations over at least one school session, and repeating them, if necessary, so that by personal inspection and zealous inquiry he may search into the difficulties of their management, and learn what appliances have led to their improvement. He will return to his work "a wiser, if not a better man;" certainly with a juster appreciation of the necessities of his own schools, more in sympathy with his teachers, and better qualified to suggest, and aid them in carrying out, practical improvements.

6. He must be *practical*, *prompt*, and *earnest.* I group these three qualities, not because of their intimate relation, nor because they are less important than others, but because I have already exceeded my limits, and must briefly dispose of them.

As a school teacher I would deprecate the presence of school officers who have only *hobbies*—and those antiquated, such as have not borne the ordeal of the school-room—to din in our ears. Equally would I deprecate serving under those who are *never ready* to do for our schools and school-houses what they are *very ready* to promise. But give us *practical*, *prompt*, and *earnest* men. Enthusiasm is a favorite word with school officers in search of teachers, and so it should be, while we in turn may delight to see it possessed by those placed over us. We would much rather be warmed by it, beaming from the eye of our directors, so that we may catch its inspiration, than be chilled by a frigidity that cools our zeal and stifles our best endeavors.

The qualities enumerated above, highly prized as they are, and cultivated as they ought to be by all who wish to succeed in any desirable calling in life, are especially requisite in those who would be successful in giving direction to the education of the young. Teachers should of course possess them, and above all should they be possessed by those who are to guide the teachers.

Not only as a teacher, but as having been a member of several school boards, in different places, I am sure I can bear testimony to the value of these qualities in school officers, and that those who possess them are really the only efficient ones. I can further add that I now happen to have the pleasure of serving as a teacher under a school board which possess individually, in a greater degree than ordinary, the qualities alluded to. They are practical business men,—men who give character to whatever they undertake,—men who have given a high character to our schools. Their time, it is true, is so valuable that they use less of it in the schools than we could desire, but more than we should expect. One day's time, however, of such men, is of more value than scores of days of those of abundant leisure, but of little force.

If in all our cities and towns such men would take an equal interest in public schools, a new era would open upon them, and the motto of our State seal might soon and in truth be inscribed on every schoolhouse in Maine. THETA.

OBJECT-LESSON.—(SECOND STEP.)

IN the second step the children are led to distinguish between an object and its qualities. In the earlier part of the step the object is considered in reference to its familiar qualities; in the later, as possessing some important quality which other objects also possess. As an example of a lesson in this step, we give the following on the qualities soluble, and insoluble.

Previous to giving the lesson, the teacher should have provided herself with two tumblers, or glass vessels of any kind, with some sugar* or other soluble substance, and with a stone. After the children have stated what she has, and the teacher has put a few introductory questions as to how sugar is used, how it tastes, etc., she places the sugar in one tumbler and the stone in the other.

Teacher. What have I done?

Children. Put some sugar in one tumbler and a stone in the other.

Tr. Now watch them both very carefully, and tell what you see.

Ch. The sugar is melting.

Tr. What other things do we know that melt?

Ch. Tallow, ice, snow, etc.

Tr. [Referring to the lesson on fusibility, which should precede this]. Where do we put these things to have them melt?

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* A lump of white sugar will be found best for this purpose.

Ch. Where it is hot.

Tr. Put your fingers into the water where the sugar is; how does it feel?

Ch. Cold.

Tr. What do you think about its melting when it is cold?

Ch. It will not.

Tell them that we do not say the sugar melts, but we say that it dissolves. This term should be fixed in the minds of the children by individual and concert recitations. By letting the children taste all parts of the water, lead them to see that the sugar has gone to all parts of the water.

Tr. What does sugar do in water?

Ch. Dissolves.

Tr. Because sugar dissolves in water we say it is soluble in water; what do we say of sugar because it dissolves in water?

Ch. That it is soluble in water.

Tr. Why do we say it is soluble in water?

Ch. Because it dissolves in water.

Tr. Now state it all to me at one time.

The children now repeat the statement many times, both individually and in concert; they also should spell it, the teacher writing on the board as they spell.

The teacher now refers to the stone. What has happened to the stone?

Ch. Nothing.

Tr. What happened to the sugar when we put that in the water?

Ch. It dissolved.

Tr. What about this dissolving?

Ch. It does not dissolve.

The teacher now proceeds to give the term insoluble, treating it in the same way as the term soluble. After she ascertains that the children correctly and thoroughly understand the terms used, the statements may be erased from the board. The teacher then should question thoroughly upon what they have learned, leaving the children to depend entirely upon their memory. At the close of the lesson the teacher should request the children to find something which is soluble, and something which is insoluble, to bring to the next lesson.

STATE UNIFORMITY OF SCHOOL BOOKS.

This subject has recently been agitated somewhat in the State of Ohio. The following editorial from the *Ohio Educational Monthly*, written by a former Superintendent of Public Schools in that State, gives his views upon the subject quite distinctly.

The House has passed a resolution instructing the Committee on Common Schools "to report on the propriety and necessity of establishing a uniform series of text-books to be used in the common schools of the State;" and we trust that it will not take the committee long to report that neither propriety nor necessity requires any such legislation. We fail to see the propriety of requiring the schools of Cincinnati, Cleveland, Columbus, Dayton, and Toledo, to use the same series of text-books, and if they are to enjoy the liberty of selecting their text-books as well as teachers, we do not see why this liberty should be withheld from the smaller cities and towns, or even from the townships. This cry for a State uniformity in school-books is one of the biggest educational humbugs which has yet been started, and the older States that have been "taken in" by it, have injured rather than improved their schools. We speak advisedly on this point. The wide dissatisfaction with the books selected, and the consequent opposition to their use, more than offset all the advantages arising from uniformity. Besides, the selection and adoption of a State series of school-books always invites such an amount of fierce squabbling and intrigue among publishers, that no board or committee can escape the suspicion and charge of corruption and bribery.

The truth is, there are educators that have *uniformity on the brain*. They would start all children into school at a uniform age; would advance them uniformly by uniform books, courses, and methods; and would bring them out uniformly at the close, on the same dead level of a uniform mediocrity. The fact that this uniform regime chains progressive teachers to plodders, and bright pupils to dull ones, is deemed a trifle compared with the advantages of uniformity. Indeed, were it possible, these uniformists would cut down their tallest pupils and stretch up the shortest ones, so that all would be of the same height! Uniformity and system are very desirable in school management, but it should be remembered that they have their natural limitations. In the matter of school-books it is only necessary that there be a uniformity in the same school and district. Beyond this the advantages are not very weighty. If the General Assembly wishes to legislate on the text-book question, let an amendment to the school law be passed *requiring* local school boards to adopt text-books, and forbidding the changing of books thus adopted, in less than from three to five years. This will secure all necessary uniformity, and it will also prevent the annoyance and loss of too frequent changes.

We do not disapprove of the adoption of a State series of books in organizing *new* school systems, as in the Southern States. But as soon as the people are accustomed to the management of public schools, we would intrust the selection of teachers and text-books alike to the local school authorities.

He is a learned man who understands one subject, a very learned man who understands two.

GEMS OF MAINE.

Toby Candor, the Maine correspondent of the *Boston Journal*, gives a list of precious stones found in Maine, which list, he says, was furnished by Mr. Whitman, of Gardiner. Mr. Whitman possesses, probably, one of the largest and most valuable private collections of minerals to be found in Maine, or perhaps in New England, his cabinet specimens numbering over 3000, with over 250 distinct varieties. The list he has furnished comprises the principal gems as yet discovered in Maine, many of which are of as great value as foreign importations, and need only the skill of the lapidary to make as attractive to connoisseurs.

Cinnamon-stone Garnet.—Found massive (seldom in crystals) in quartzose limestone at Phipsburg. Sometimes massive crystallized Axinite is seen imbedded in this variety of Garnet.

Almandine, or Precious Garnet.—Dodecahedral crystals are found in many towns; lately in East Pittston.

Beryl.—Is found in several towns; large and small crystals (seldom terminated) are obtained from graphic granite in the town of Bowdoinham. The variety Emerald is quite limited.

Zircons.—Small octahedral crystals are obtained from boulders of albitic granite in the town of Litchfield, associated with blue Sodalite, yellow Cancrinite, Elœolite, etc. Rarely are the crystals well defined or of good color.

Amazon-stone, or Green Feldspar.—Well-formed crystals, of a beautiful green color, are abundant in Sienite, on the shores of Mt. Desert Island.

Egeran.—This variety of Idocrase is found in boulders at Sandford, Parsonsfield, etc. It is a very handsome stone, well calculated for jewelry. A beautiful albitic mineral, resembling Adularia, is seen sometimes imbedded in it.

Adularia, or Precious Feldspar.—Has been obtained from boulders in the town of Parsonsfield, associated with Egeran, etc.

Kyanite.—Excellent blue-bladed crystals, well intended for jewelry, have been found in Windham, near the bridge.

Agates.—Splendid large Agate pebbles have been procured from St. John River.

Jasper.—Beautiful red Jasper is abundant on Sugar Loaf Mountain, and a very handsome striped, or riband Jasper, in large blocks and pebbles, abound on the shores at Jasper Head, near Machias.

False Topaz.—Or yellow Quartz. Good crystals of the same have been found on Long Island, in Blue Hill Bay.

Tourmalines.—Within a few years past the same kind of red, blue, and green Tourmalines have been discovered in the town of Hebron as were formerly obtained at Paris.

The above stones are found of good color and requisite hardness, says Dr. Whitman, are admirably well adapted for the purposes of gems, and will vie in beauty with any ever used for ornamental designs.

RESIDENT EDITOR'S DEPARTMENT.

HELP THE CAUSE AND HELP YOURSELVES.

Will not the teachers of Maine interest themselves in extending the circulation of our Journal? It is in the power of every teacher interested in such a work to induce some fellow teacher to subscribe for and read the Journal. It is edited *by* teachers *for* teachers. A frequent complaint is, "we can't afford to take it. Give us more pay and then we will subscribe for it." Why not take the Journal and qualify yourselves for a higher position, and then you will get more pay. A physician does not practice until he can afford to educate himself for his business, and then study medicine; but he fits himself for his calling, shows the public that he is worthy of patronage, and then he gets it. A city superintendent once told us that when a teacher applied to him for a situation, his first question usually was, "Do you take any educational periodical; or have you read any works on teaching?" An answer in the negative usually gave him the impression that the applicant was not a promising one; for he considered that the teachers most profitable to the schools are those who take especial pains to qualify themselves for their business, and to be thoroughly posted in regard to the latest views and methods in their calling. He was right.

In some States teachers are more active in such matters than they are in Maine. In several of the Western States they have gone to work systematically, and have increased their subscription lists. In Massachusetts they have recently done a handsome thing in this line. The Teacher of that State says:

> We are glad to chronicle, on the part of the teachers of our State, a new interest in their organ. An examination of the subscription list revealed the fact that the names of all those who are enrolled as teachers in our commonwealth are not found upon it. The astonishment this awakened was only equalled by the determination expressed that an opportunity should be given to all to have their names added to that list. An energetic committee took the matter in charge, and thus far have met with unprecedented success. Favorable reports come in from all directions. The whole State has not yet been heard from; but if the returns received are any indication of the grand result, the *Massachusetts Teacher* is about to have a list of subscribers greatly exceeding that of any preceding year,—one alike creditable to itself and those it serves.

A city in the eastern part of the State furnished last year *fourteen* subscribers. This year it has already carried its list to *seventy-five*.

Extra exertions were last year made in one of our western towns, and *sixteen* subscribers obtained. This year the number from that town has been increased to *thirty*.

The chairman of the School Committee in one of our smaller towns, sends on *six* names, generously advancing the money, and allowing the teachers to pay him when they choose.

Another chairman in a town consisting of three districts, subscribes for *three* copies, one for each district.

And now, fellow teachers of Maine, will you do likewise? The journals of other States and the newspaper press send us many complimentary notices of our Journal. Is it not worthy of your patronage?

THE SMALL HERESY AGAIN.

MR. RES. EDITOR,—In the last number of the JOURNAL, I found an article entitled, "A Small Heresy Confessed, and Feebly Defended." Presuming that the pages of the JOURNAL are open to any and all communications that have for their object the dissemination of right principles in teaching, I have taken the liberty to call "Heretic" to account for his confession and defence.

As teachers, we should seek to promote unity and similarity in our methods of instruction; and while doing this, we should see to it that our methods are right. If, therefore, a fellow teacher advances a theory which conflicts with our ideas on the same subject, we should endeavor by mutual discussion to examine the subject and separate the wheat from the chaff.

How, then, shall we teach Latin? Shall we allow our pupils to say: Men*sa* men*sæ*, giving prominence to the ending, rather than to the stem? If this is the right pronunciation, as Heretic so feebly affirms, let us unite in its adoption. There may be authority for this pronunciation; but that "Adam's Latin Grammar" should be taken as such authority, we deem insufficient. Now we demand that Heretic bring forward his proofs for such pronunciation, or else we would advise him to abandon the "Old Method."

So far as we have been able to ascertain, none of our standard Latin grammars contain any rule or rules that authorize the accentuation of Latin words on the *ultimate*. On the contrary, we have these rules: "The accent, in words of two syllables, is always on the *first*." "In words of more than two syllables on the *penult*, if that is long in quantity, otherwise on the *antepenult*." We find nothing about accenting the ultimate.

That scholars find it more difficult to say *a*mo than a*mo* is no proof that the last is right. Many scholars find it vastly more difficult to obey than to disobey, yet this does not make a virtue of disobedience; and because pupils find it easier to say: B*o*n*us* bo*na* bo*num* is no proof of its correctness.

I have taken this matter up, not with a desire to create a controversy, but that I may obtain the opinion of our teachers at large. While my experience as a teacher is as yet comparatively limited, yet I affirm that it is our duty to sow only such seed as shall produce a harvest of correct principles. If we permit our pupils to follow a wrong pronunciation, the result will be that years will be required to lop off these excrescences of error which time has hardened, while but a few hours will now remedy the evil. W. E. H.

SCHOOL LEGISLATION.

Our law-makers at Augusta have finished their labors and returned to their homes. It was, we think, the general expectation on the part of the people, that something would be done for the improvement of our public school system. It gives us great pleasure to be able to say that the legislature has passed two laws which if properly carried out by the superintendent and the people, will not fail to add greatly to the efficiency of our schools. We are not over sanguine when we say that the legislature has *put the State ahead* in an educational point of view. We have an act which provides for a Teachers' Institute annually in each county. This we believe will give us a higher standard of qualification among teachers, which is certainly a very great gain; for there can be no doubt that many schools in the State are suffering for want of proper instruction and discipline. Another act provides for the appointment of County Supervisors, by which measure we may hope to meet, in some degree, one of the great wants, perhaps the greatest one, of our schools at this time,—*a better supervision.* In a considerable number of school reports of cities and towns in several of the New England States, which have of late come under our notice, this want,—better supervision—is spoken of as one of the great hindrances to the further progress and improvement of the schools.

That our readers may know the full purport of these acts, we give them below as they passed the legislature and received the approval of the governor.

AN ACT establishing County Teachers' Institutes.

Be it enacted by the Senate and House of Representatives in Legislature assembled; as follows:

SECTION 1. It shall be the duty of the State superintendent of common schools on the written request of twenty-five teachers in any county, to hold therein annually a teachers' institute, to continue at least ten days, Sundays excepted, to give due notice thereof to all teachers, and persons proposing to become such, and invite their attendance. The State superintendent, or some person designated by him, shall attend and have charge of each convention, and employ suitable instructors and lecturers, to give instruction and addresses, with the view to aid teachers in qualifying themselves for a more successful discharge of their duties. An examination of teachers shall be held the closing day or days of the session, and certificates of scholarships and qualifications shall be granted by the examining committee, of such form and grade as may be deemed best by the State superintendent.

SECT. 2. To defray the expenses of these institutes the sum of four thousand dollars shall be annually appropriated, to be expended by the State superintendent, who shall render an account thereof to the governor and council, to be examined and audited by them.

SECT. 3. This act shall take effect when approved.

AN ACT for the establishment of county supervisorships for schools.

Be it enacted by the Senate and House of Representatives in Legislature assembled,

SECTION 1. The governor and council shall appoint for each county, on the recommendation of the State superintendent of common schools, one person as county supervisor of public schools for each county, whose term of office shall continue three years, unless he be sooner removed by the governor.

SECT. 2. It shall be the duty of the county supervisor to visit the schools of his county as often as practicable, to note at such visits in a book provided for the purpose, to be designated the "Supervisor's Visiting Book," the condition of the school buildings and out-houses, the efficiency of the teachers, the method of instruction, the branches taught, the text-books and apparatus used, and the discipline, government, and general condition of each school. He shall give each such directions in the science, art, and method of teaching as he may deem expedient, shall distribute promptly all reports, forms, laws, circulars, and instructions which he may receive from and in accordance with the direction of the State superintendent, and in general shall act as the official adviser and constant assistant of the school officers and teachers in his county.

SECT. 3. He shall assist the State superintendent in the organization and management of county institutes, and labor in every practicable way to elevate the standard of teaching and improve the condition of public schools in his county, by organizing town and county associations of teachers, and by personal efforts with pupils, school committees, teachers, and parents.

SECT. 4. No county supervisor shall act as agent for any author, publisher, or bookseller, nor directly or indirectly receive any gift, emolument, or reward for his influence in recommending, or procuring the use of any book, school apparatus, or furniture of any kind whatever in any public school in the State; and any one who shall violate this provision shall be removed from office, and shall further forfeit all moneys due him from the State for salary and traveling expenses.

SECT. 5. The State superintendent and the county supervisors shall constitute a State board of education, of which the State superintendent shall be *ex officio* secretary, and said board shall hold a session at the capital of the State at least once a year during the session of the legislature, for the purpose of conferring with the legislative committee on matters pertaining to the common schools of the State, and to mature plans of operations for the following year, and in general to devise ways and means to promote and elevate the public schools of the State.

SECT. 6. The county supervisor shall receive three dollars per diem for service actually performed in the discharge of his duties, and also reimbursement for traveling expenses necessarily and actually incurred; said services and travelling expenses to appear in his "working report," rendered quarterly to the State superintendent for his inspection, and thence transmitted to the governor and council for their examination and approval; *provided*, that the total annual expense for county supervisorships shall not exceed the sum of sixteen thousand dollars.

SECT. 7. This act shall take effect when approved.

It now remains for the teachers and people of Maine to aid the State superintendent in carrying out these acts so as to make them efficient for the greatest good. Similar acts in other States are productive of the greatest benefit. We hope the Institutes will be so managed as to make them Institutes in reality as well as in name. If they are made occasions for the meeting of young people for the purpose of having a good time merely, they will give a very poor return for the expenditure of time and money which they will occasion; but if they are conducted so as to become schools of instruction for teachers, they will benefit the teachers and improve the schools. Every teacher in Maine is interested in the success of these Institutes, and if they are made really successful, they will elevate the position and increase the compensation of teachers of every grade and class.

The act for county supervisors will be a success if the right men are appointed, and those men receive the coöperation of teachers and the public.

EDUCATIONAL INTELLIGENCE.

MAINE.—Mr. G. W. Seavey, formerly of Waterville, has opened a school in Concord, N. H., for instruction in Oil Painting.

Lewiston is doing well by her schools. A new and commodious Primary school-house was dedicated on the 20th ult. The exercises, as published in the *Journal* of that city, were highly interesting.

MASSACHUSETTS.—A colored lady has been appointed teacher in one of the Intermediate Schools of Fall River. She is a graduate of the High School in that city, and of the State Normal School at Bridgewater, and is said to be highly accomplished.

The amount of money expended for support of schools in Massachusetts, is equal to $9.87 for every child in the State between the ages of five and fifteen years. The value of the school-houses built last year is about one and a half million dollars.

Massachusetts reports that private schools are decreasing in numbers and attendance in that State.

CONNECTICUT.—Educational matters look well in this State. The last annual report of the State board of education, and of the secretary of the board, Rev. B. G. Northrop, is an excellent document and gives a good exhibit of the state of the schools and of public sentiment in regard to them. The State has a school population of 123,650 children; with 1645 public schools, and 2177 teachers; and expended last year over $962,000 for schools. Several successful Teachers' Institutes were held during the year, conducted by the secretary and an able board of lecturers.

At the meeting of the State Teachers' Association at Meriden, a "Platform" was adopted which will do to stand upon. The material of the *ten planks* in that platform may be inferred from the following captions: 1. The State must protect itself against ignorance. 2. A system of Public Schools essential. 3. No "Pauper Schools," but "schools for all." 4. Property justly taxed for education. 5. High Schools important. 6. A Normal School essential. 7. Union of small and feeble districts recommended. 8. The State Board of Education commended. 9. Protection for the neglected. 10. Agitation of organized effort needed.

We like that platform.

Tuition at the Wesleyan University at Middletown will probably be free after this year. A somewhat peculiar chair, for such a University, is that of the "Lecturer on Shakespeare,"—the Rev. H. N. Hudson.

NEW YORK.—The first catalogue of Cornell University has been issued, and is very full of all kinds of information in regard to the Institution. It has a large corps of instructors and three hundred and eighty-eight students. We are glad to see the Faculty announce that they do not propose to make it a reform school. They do not wish to spend their time in looking after unruly young men.

The faculty of Cornell University, in New York State, recently expelled a student for lying, a good beginning in the way of discipline.

ILLINOIS.—We are indebted to Richard Edwards, Esq., President of the Normal University, for a copy of the very valuable Report of Hon. Newton Bateman, Superintendent of Public Instruction; to which we hope to refer hereafter.

There are more than 40,000 school officers in the State of Illinois. In

1868 there were 2,766 more teachers than in Pennsylvania, and 10,571 more than in Maine. There is to be a second Normal University in the State,—somewhere in the southern part.

MINNESOTA.—Hon. Mark H. Dunnell, superintendent, announces that not less than twenty Institutes for teachers will be held during the coming season. He thinks teachers should be given to understand that unless they attend Institutes they cannot expect the support of intelligent communities.

KANSAS.—The Normal School at *Emporia*, is flourishing. We are indebted to some friend for the Reports of the Executive Committee, Board of Visitors, and of the Principal, L. B. Kellogg.

VIRGINIA.—We have received a good sized pamphlet, containing a full report of the proceedings of the State Educational Association at its session in Richmond, in July last. In addition to the journal of proceedings, it has the opening address of the president, J. B. Minor, and several carefully prepared reports on text-books.

We have also received the *Seminary Magazine*, a well-conducted periodical, published by M. W. Hazlewood, Richmond.

The President of the State Agricultural Association, Michigan in his annual report, condemns the system of instruction pursued at the Michigan Agricultural College, on the ground that the students generally abandon farming after graduating, instead of becoming "model" farmers. He thinks the object of the Agricultural College ought to be to train young men to be farmers.

The government of the Argentine Confederation has offered Edward A. H. Allen, a teacher of New Bedford, Mass., the post of Inspector General of Public Education in that Republic, with a salary of $5000 in gold. Mr. Allen has the matter under consideration.

Many of the Southern States are so far *reconstructed* as to begin to put in operation a system of public schools.

The Next Step.—Now that the State has placed over its educational interests a superintendent and county supervisors, and has also made provision for Teachers' Institutes, there is one more step to be taken to complete the working force for the improvement of our schools, and, more particularly, to aid the teachers in their department of the work. We move the formation of county *Teachers' Associations.* There should be one in every county in the State. Examine the last report of the superintendent and it will be seen, that the number of teachers in any and every county is sufficient for a good working association.

BOOK TABLE.

WEBSTER'S NEW COUNTING HOUSE AND FAMILY DICTIONARY. New York: Ivison, Phinney, Blakeman & Co. Boston: Wilde, Bowler & Co.

This work, thoroughly revised, enlarged, and pictorially illustrated, now forms a good substantial octavo volume of more than 500 pages. The supplementary matter is particularly full and valuable. In addition to pronouncing vocabularies of Greek and Latin, Scripture, Geographical, and Biographical names, it has a classification of languages; quotations and proverbs from foreign languages; abbreviations and signs used in writing and printing; an account of the chief personages of Greek and Roman mythology; the metric system of weights and measures; tables of money, weight and measure of the principal commercial countries in the world, by G. E. B. Elliott, of the United States Treasury Department; tables of values of the gold and silver coins of the world expressed in United States money; rate of interest and usury laws of each State; abstract of the bankrupt law; table of United States revenue stamps, etc,. etc. For the counting-room and family it is the best thing we have seen; and we should be glad to see it placed in the hands of every teacher, as well as upon the desk of every pupil in our High and Grammar schools.

ANNUAL OF SCIENTIFIC DISCOVERY; or, Year-book of facts in Science and Art for 1869. Edited by Samuel Kneeland. Boston: Gould & Lincoln.

This annual has become indispensable to those who would keep pace with the progress of science and art; and the present volume contains a vast amount of matter in relation to discoveries and improvements in mechanics, chemistry, astronomy, botany, geology, zoölogy, natural philosophy, and other important branches of science. One may be well read in the newspapers of the day, and yet find in this volume many things of which he has not before heard. To the teacher who would present to his pupils the latest discoveries and views of science and art, this annual is worth more than all the scientific papers and magazines printed, for the reason that it actually contains all the valuable information to be had from those sources, and the chaff is winnowed from the wheat. A fine portrait of James D. Dana, the eminent geologist, is prefixed to the volume.

LATIN LESSONS. By W. F. Allen & James H. Allen. Boston: Edwin Ginn, Woolworth, Ainsworth & Co.

A compact little volume of 134 pages, to accompany the Manual Latin Grammar, by the same authors. It comprises exercises for writing and reading, with a vocabulary. We have but one fault to mention. In contains too much Cæsar for beginners.

UNIVERSITY BOOK KEEPING. By Ira Mayhew. Boston: Samuel F. Nichols.

Mayhew's practical book-keeping has had a very wide and successful introduction into schools. The university edition is much fuller and is designed more particularly for advanced students as well as for the counting-room and for private study. It is not only a complete work on book-keeping, but it is also a full and practical treatise on business, such as will be of substantial aid to any business man. The style in which the work is published is really luxurious.

HAND-BOOK OF NATURAL PHILOSOPHY. By W. J. Rolfe & J. A. Gillet. Boston: Woolworth, Ainsworth & Co.

This is an abridgment of a larger work on Natural Philosophy, by the same authors noticed in our February number. Its features are similar to that work, and will be found very convenient for those who have not time for the larger treatise.

A SUMMARY OF AMERICAN HISTORY. New York: A. S. Barnes & Co.

The skeleton outlines of American history are here compressed into about fifty pages. As a guide to furnish topics for historical reading, and to aid the teacher and pupil in generalizing and gathering up the fruits of the study of history, it is a capital thing.

A MANUAL OF GENERAL HISTORY. By John J. Anderson. New York: Clark & Maynard.

Mr. Anderson has the happy faculty of making an attractive text-book in history; having previously published a series of histories of the United States. This volume, which is quite moderate in size, gives an outline history of the different nations of the globe from the earliest ages to the present time. That portion relating to remote times is fresher and more readable than that part of history is wont to be in the works of some authors. The whole narrative seems to be judiciously given and happily expressed; and a considerable number of good maps, review questions, chronological tables, etc., are interspersed through the book.

PEG WOFFINGTON, CHRISTIE JOHNSON, and other stories. By Charles Reade. Boston: Fields, Osgood & Co. Portland: H. L. Davis.

Peg Woffington was one of Reade's earlier works, and those who read it at its first issue will gladly renew their acquaintance with it in this attractive form in which Fields & Osgood are now issuing Reade's complete works. The other stories in the volume are some of his best, and will be welcomed by old as well as new readers.

MANUAL OF ELOCUTION, founded upon the philosophy of the Human voice. By M. S. Mitchell. Philadelphia: Eldredge & Brother.

A pretty thorough examination of this volume has given us a very favorable impresson of its merits. It has a very full and discriminating exhibition of the principles of elocution and their use in the school-room, and the selections are well made, both for the purposes of illustration, and for school declamation and recitation.

TEACHERS' MODEL POCKET REGISTER AND GRADE BOOK. Philadelphia: Eldredge & Brother.

A very convenient book for recording the recitations of classes of any grade. It is prepared in good style, well bound, and of size adapted to be carried in the pocket.

INDEPENDENT FIFTH READER. INDEPENDENT FOURTH READER. By J. Madison Watson. New York: A. S. Barnes & Co.

These two volumes are designed principally for intermediate classes in graded schools, and for those who have not time to master readers of a larger size. The elocutionary matter is brief, clear, and eminently practical, and the selections are varied, fresh, high toned and well illustrated. The volumes are attractive.

DICTIONARY OF MATHEMATICS, AND CYCLOPEDIA OF MATHEMATICAL SCIENCE. By Charles Davies & William G. Peck. New York: A. S. Barnes & Co.

If we could have had this volume when we commenced teaching, we should have been saved many a fruitless search for needed help, and should have been able, we think, to do our work better and easier. In an octavo volume of about 600 pages, we have a complete dictionary of mathematical terms, and a clearly illustrated treatise upon mathematics and upon every branch of mathematics. If you want a correct definition of any mathematical term, or an exposition of the binomial theorem, or of conic sections, or anything in that line, they are to be found here. It is a complete thesaurus of mathematical lore, and teachers who have once become familiar with it, will hardly know how to do without it.

THE MEDICAL RECORD, of New York, is an ably edited journal. The *March* number has an excellent article on the *Education of the people on Medical topics*,—also several good illustrations, one of which is on steel by the new process of *Heliography*.

LIPPINCOTT'S MAGAZINE for April has an excellent article on *college education*.

CHARLES SCRIBNER, of New York, is soon to publish the illustrated Library of Wonders in three volumes: *The Wonders of Optics; Thunder and Lightning; and Wonders of Heat*.

THE GALAXY for *March*, contains an article by Richard Grant White on the expression, *Is being done*. He very properly condemns such expressions *in toto*. The *April* number continues *Charles Reade's* new story, and has an interesting article on the *Astor Library*.

Oliver Optic's Magazine, "OUR BOYS AND GIRLS," No. 118, for the week ending April 3d, is particularly attractive. It contains finely engraved steel portraits of President Grant and Vice-President Colfax, a full-page allegorical picture of the Inauguration of President Grant, by the celebrated artist, Thomas Nast. Oliver Optic commences a new story,—" On Time; or the Young Captain of the Ucayga Steamer." This is a good opportunity to subscribe. Terms are $2.50 per year, or $1.25 for six months. Lee & Shepard, Boston, are the publishers.

A HOUSE OF CARDS. By Mrs. Cashel Hoey. Boston: Littell & Gay.

This very readable story was first published in *Littell's Living Age*, and is now issued in paper covers. It is full of interest, and will be popular.

LITTELL'S LIVING AGE stands confessedly at the head of the serial publications. It is in itself a family library of the very choicest reading. The last number has an article on Charles Dickens, and upon the Chinese Mission to Christendom: also Part 18 of the Country House on the Rhine.

FRENCH'S COMMON SCHOOL ARITHMETIC. New York: Harper & Brothers.

This arithmetic is very attractive in appearance, is fully illustrated, well arranged, has no subjects which are heard of in the school-room only, introduces inductively each new method of computation, and is, as a whole, a very *practical* arithmetic.

G. A.

THE BRAWNVILLE PAPERS: Being Memorials of the Brawnville Athletic Club By M. C. Tyler. Boston: Fields, Osgood & Co. Portland: Bailey & Noyes.

The contents of this volume, by a Michigan College Professor, were first published in the Herald of Health. They pretend to relate how the subject of Gymnastics was introduced into a secluded New England town, and a club formed, etc. Some of our *isms and peculiarities* are set forth in a very humorous, yet truthful light. If all the events mentioned did not actually happen, they are "true enough to be true." The book is well worth reading.

ENGLISH LITERATURE OF THE NINETEENTH CENTURY. By Chas. D. Cleaveland. Philadelphia: J. A. Bancroft & Co.

This is one of four volumes, by the same author, covering the entire period of

English, American, and Classical literature; and since its publication, several years since, has been re-written with copious additions which make it complete to the present date. It contains very judicious biographical notices of authors, with full extracts from their works, which make it a valuable manual for the study of literature, or for reference. A summary of secondary authors, with a list of their writings, is given at the close of each decade, and is a commendable feature.

THE BROOKLYN, N. Y., MONTHLY is a new candidate among the magazines. The first number has an article on the History of Education in *Kings County*, also upon the *Hymns of the Middle Ages*.

THE AMERICAN NATURALIST for March has articles on the *Chimney Swallow;* the structure of the *Pitcher Plant*, *Salt and Fresh-water Clams*, *&c.*

NEW EXCHANGES.—We are glad to welcome to our exchange list the following:

THE IOWA SCHOOL JOURNAL, published at Des Moines, by Mills & Co., at $1.25 a year.

THE SCHOOLMASTER, from Normal, Illinois; edited by Albert Stetson, and published by John Hull, at $1.00 a year.

THE JOURNAL OF EDUCATION, St. Louis, Mo., published by J. B. Merroin, at $1.50 a year.

SOUTHERN ILLINOIS TEACHER, Cairo, Ill., semi-monthly, J. G. Morton, editor. $1.50 a year.

THE EDUCATIONAL GAZETTE, a large twelve page monthly paper, by C. H. Turner & Co., Philadelphia, at $1.00 a year.

THE KANZAS EDUCATIONAL JOURNAL, H. B. Norton and L. B. Kellogg, editors' Emporia.

NUTS TO CRACK.

ANSWER TO NO. 6 IN JANUARY NUMBER.

By extracting the square root of one-half of the square of 18, the diameter of the log, we obtain 13 inches, nearly the side of the greatest square in a circle of 18 inches diameter, or the depth and width of the timber after it is squared by taking off the slabs. This will give us only eight boards, but nearly enough for another. Let us, then, take off the slabs in such a way that the timber, before sawing into boards, shall not be square, but its dimension shall be greater in one direction than in the other. In this way the boards will not be quite as wide as they would be if the timber were to be squared, but we shall gain a ninth board, which will more than make up for the loss in width. Nine boards and eight saw-cuts=13.25 inches in thickness. Now the diameter of the log is the same as the diagonal of the oblong figure represented by the end of the timber after the slabs are taken off, and of which our dimension is 13.25 inches. Therefore the other dimension, or the width of the boards, will be the square root of the difference of the squares of 18 and 13.25=12.183492 inches. Then,

$$\frac{12.183492\times12\times9}{12}=109.65 \text{ feet, the answer.}$$

ANSWER TO NO. 11 IN FEBRUARY NUMBER.

One person cannot be the *mutual* friend of two others. It should be *common friend*.

TEACHERS, AND TEACHERS' PLACES.

The undersigned are a permanent committee of the Maine Educational Association, on Teachers and Teachers' places. The object of the committee is to put persons in want of teachers, and teachers in want of situations, in communication. Applications may be made to either member of the committee. Teachers should state what kind of schools they wish for; about what compensation they expect; what branches they are willing to teach; how much experience they have had. Those in want of teachers should specify the grade and character of their schools, and the length of the same; what compensation they can offer, and any other particulars important for applicants to know. Applications of either kind in the hands of the committee, not referred to other parties, on the 20th of each month, will be forwarded to the chairman, at Portland, and be numbered and published in the next number of this Journal. Persons wishing information in regard to such applications should specify the number. As the committee perform this service without pay they expect all applicants, who wish for an answer, to inclose a postage stamp: and they will not feel themselves bound to answer any communication which comes to them without such stamp.

A. E. CHASE, Chairman, Portland. J. P. GROSS, Brunswick.
C. C. ROUNDS, Farmington. G. T. FLETCHER, Castine.
N. T. TRUE, Bethel.

TEACHERS WANTING SITUATIONS.

LADIES.

No. 8. Has taught nine years in Academy, and district schools. Would like an Academy or High School. Can teach French, Latin, and English.

No. 11. Graduated at Bates College, Seminary Department. Can teach English, French, and Drawing. Has taught sixteen terms. Wishes for High School or Academy.

No. 12. Graduated at Kent's Hill Female College. Can teach Latin, German, French, Mathematics, and Sciences. Has taught four years. Wishes for High School, Academy, or Select School.

No. 20. Has taught twenty-one terms district school. Desires permanent situation if possible in a graded school.

No. 21. Has taught two terms of a district school and five terms in a graded school. Desires a permanent situation in some *Western* State.

GENTLEMEN.

No. 13. Has taught fifteen years. Fully capable of taking charge of Grammar, or the English department of a High School. Educated at Maine Wesleyan Seminary.

No. 14. Has had eighteen years' experience in Grammar Schools. Desires permanent situation in a Grammar School.

No. 15. Has taught seven terms in common schools; one year in a Grammar School. Can teach French, Latin, and English. Desires situation in an Academy, High, or Grammar School.

No. 16. Has a good English education. Wishes to obtain a situation in an Academy or High School as an assistant, where a knowledge of the Classics may be obtained. Wages, aside from board, not of importance.

No. 17. Educated at Maine State Seminary. Has taught Grammar and District Schools. Wishes situation as assistant in High School or a Grammar School.

No. 18. Has taught ten schools. Can teach English, Latin, and Greek. Wishes employment for the summer. Wages $50 per month and board.

No. 19. Wishes first class High School. Has had ample experience in Massachusetts.

No. 22. Wishes situation as principal of a high school, or would take private students in the languages. Is fully capable to fill the situation. Salary from $1300 upward.

No. 23. Desires a high school for the fall. Can teach English and Languages.

CLUBBING WITH MAGAZINES.

We will supply either of the following Periodicals or Books and the Journal of Education one year, for payment strictly in advance one year, for the sums named:

$10.50.	*Webster's Illustrated Unabridged Dictionary.*
$8.50.	*Littell's Living Age.*
$8.00.	*Webster's National Pictorial Dictionary.*
$5.50.	*The Nation, Every Saturday, Eclectic Magazine*, or *Round Table.*
$4.75.	*Atlantic Monthly, Frank Leslie's Illustrated News, Harpers' New Monthly, Harpers' Weekly, Ladies' Bazaar*, or *The Chimney Corner.*
$4.00.	*Godey's Lady's Book, American Naturalist, The Scientific American, The Congregationalist.*
$3.50.	*Phrenological Journal, and Life Illustrated.*
$3.25.	*Oliver Optic's Magazine.*
$3.00.	*Our Young Folks, Peterson's Ladies' Magazine, Weekly Boston Journal, Ladies' Friend, Riverside Echo, Portland Transcript, Arthur's Home Magazine*, or *Arthur's Once a Month.*
$2.50.	*Arthur's Children's Hour.*
$1.90.	*The Half Dime Eclectic.*

THE MAINE
JOURNAL OF EDUCATION.

GEORGE C. WEBBER, Editor for May.

Vol. III. MAY, 1869. No. 5.

THE PEOPLE'S UNIVERSITY AND ITS CURRICULUM.

THAT the two great objects to be gained by study in all schools, from the primary school to the college, are mental discipline, and the acquisition of practically useful knowledge, is universally admitted; but widely different estimates of the relative importance of these two ends are made by different classes of minds. The utilitarian would discard all that is not immediately practical; while the scholastic, it may be justly feared, errs scarcely less in laying too great stress upon what, to a very great degree, partakes too much of the nature of mental gymnastics, though doubtless well adapted to mental discipline.

The broadest view, however, recognizes the fact that there is no real antagonism between the classes of studies especially advocated on the one side and the other.

The course of study now generally pursued in our common schools, and especial reference is had in this article to those below the grade of the high school, it seems to the writer, and he is by no means alone in the opinion, is very open to condemnation, whichever view of the above question may be taken.

Some one has wisely said that the common school is the people's university. I have no statistics, but none are needed to show what is so patent to all, that but a very small fraction of the boys and girls in any and every community ever prosecute their studies beyond the common schools; even the high school gets but a small fraction, and the higher schools much less still. If, then, our people finish their education, so far as schools are concerned, in our common schools, how vastly important that the course of study there pursued be wisely chosen.

Our grandfathers and their grandfathers were doubtless excellent and wise men, and they conferred an inestimable boon upon their posterity in the establishment of our common-school system, but did they arrive at the "*summum bonum*" for a common-school curriculum in prescribing geography, grammar, and arithmetic?

Reverence for what is ancient is all well, but unless we are willing to question this traditional curriculum, at least so far as to inquire if some other would not be better, our reverence will be entitled to the palm beyond his who "refused to look at the *new moon* out of reverence for that ancient institution the *old*."

We cannot, of course, and would not banish geography, grammar, and arithmetic from the common school, for they are and must be fundamental; but other things have equal claims, and stand knocking for admission to the "university" course. What some, at least, of these are, will be indicated further on.

With the present course of study, and present methods of teaching, do our boys and girls get an adequate return for the time and labor of their school years? Cannot some course be devised by which fifteen or sixteen years of study can have some greater harvest than a tolerable acquaintance with one treatise on English grammar, one on geography, and one on arithmetic, a tolerable readiness in reading and spelling, and the acquisition of a poor penmanship?

It is frequently said that there is scarcely time in school to teach what is studied already, and then the question is gravely asked, "How can we teach any more?"

Not to give a complete answer, for an exhaustive discussion of the subject would fill at least an entire number of the JOURNAL, I will indicate, partially, a plan, perhaps not the best, with reasons therefor, in the belief that something vastly better than the present course of study in our common schools is possible.

It has already been indicated that geography, grammar, and arithmetic would be retained, and, of course, reading, writing, and spelling.

Of the latter three I do not propose now to speak, but will simply repeat what has been so often said by many educators, that, with present methods of teaching, there is, especially in learning to read, a great waste of time.

The plan, in short, is to teach considerably less of geography, grammar, and arithmetic, especially of grammar and arithmetic, thereby gaining considerable time for other studies, such for instance as United States history, the elements of physiology and the science of government, and perhaps natural philosophy, while an outline of book-keeping might also be taught in connection with penmanship.

Doubtless to many it seems like a heresy to advocate any diminution in the amount of grammar and arithmetic to be taught; but this arises, I am confident, from habit and prejudice rather than from careful thought upon the matter. The claim usually made for these studies is, that the former is so very necessary, and the latter so very useful, and at the same time so excellent mental discipline. No doubt grammar is very necessary, that is, the general principles of grammar; but I deny that to persons whose studies are to be prosecuted no further than the schools specially under consideration, the nice distinctions and peculiar constructions and multiplicity of special remarks and exceptions are useful or necessary, while they consume a vast amount of time. I furthermore believe that were much *less* grammar taught, much *more* would be remembered, if the matter were judiciously selected.

No branch of study in our schools is looked upon with more favor than arithmetic, and its benefits are not to be denied; but though utility is its great claim, can it be easily shown, that to persons who graduate from the common schools and study no further, that any special practical advantage ever results from acquaintance with repeating decimals, duodecimals, arithmetical and geometrical progression, permutations and combinations, alligation, etc.?

But we are told that all this affords excellent mental discipline. Suppose we grant it, even then, if some other branch afford equally good mental discipline and much more useful knowledge, our judgment should be rendered in favor of the latter. But it may be fairly questioned if the mental discipline attained by arithmetic is by any means the best. In all mathematical reasoning there is no opportunity for alternative judgment but from certain given data, the steps must inevitably proceed to an unvarying result; whereas in all the practical affairs of life (where we have need to make use of our mental discipline) such is not the case, but always or nearly always, there is a balancing of judgments totally different from mathematical reasoning.

Little or nothing, then, of what is really useful need be sacrificed by very greatly reducing the amount of grammar and arithmetic to be taught in our common schools. How may the time thus redeemed be most profitably spent?

Let us examine the claims of the branches above suggested, namely, United States history, science of government, and physiology, and in that order, first on the score of utility, and then as a means of mental discipline.

One great object of education is to make good citizens; and if a stable government is desired, the public education should be such as to strengthen the institutions of a country. In this land our boys and girls should be made truly American, and to this end they need a more perfect acquaintance with American history than is generally possessed. Love of country is greatly strengthened by familiar acquaintance with the country's origin and growth, its trials and victories, and what it has done and aims to do for its citizens.

This education of patriotism has, however, hitherto been to a lamentable degree neglected, and with what direful results, the history of the past ten years declares.

Who will deny the utility of thus educating the patriotism of the youth of our land? Other considerations as to its utility might be offered, but being equally applicable to the other branches they will be deferred till those branches are discussed.

As a source of mental discipline, history is not inferior to arithmetic even. By its study the judgment is educated in just such affairs as concern our every-day life. The motives that actuate men are brought to light; the failures that have followed erroneous judgment and the successes to which correct judgment in the affairs of life have led, appear on the pages of history, together with the circumstances upon which these judgments have been based; and since men are substantially the same in all ages, similar circumstances are constantly arising, calling for the exercise of judgment in determining the conduct of individuals, States, and nations. Here we find that alternative judgment cultivated, to do which it was above stated the mathematics are so inadequate.

Closely allied to mental is moral discipline, which also in history is, to a very considerable degree, attained. The vices of individuals, States, and nations are here seen to be under the curse of God, and, their virtues rewarded, and the attention of the pupil can hardly fail to be called to the fact that God rules the destinies of nations and individuals, and that the moral law is supreme. How do grammar and arithmetic discipline the moral nature?

The science of government has somewhat similar claims. It is the opinion of many statesmen that the only qualification that should be necessarily prerequisite to the exercise of the right of suffrage should be one of intelligence, such as the ability to read and write, thereby to insure intelligent voting. It may be fairly questioned whether the votes of a considerable portion of those who read and write even well, are cast with real intelligence. Hosts of voters, generally considered intelligent, do not know the alphabet of the principles of the science of government, and do not know the genius of our own government or even the provisions of the constitution of the United States.

The utility of the study is evident, and its necessity too, in our common schools, since we have already seen that nearly all our citizens finish their schooling in them; and in view of the possible, and perhaps probable, advent of female suffrage, its importance is more and more evident.

The value of the study as a means of mental discipline rests upon grounds so similar to those mentioned in connection with history, that I will not present them here.

The claims of physiology to a place among the studies for our common schools, it would seem might readily be admitted. No temporal interest can be greater to any individual than the preservation of health; and yet almost utter ignorance as to the structure and functions of the body and the laws of health prevail very generally among the people, and such must continue to be the fact till our common schools let light in upon the darkness. Of course, the refinements of the science cannot and should not be taught, but the general facts and principles can be taught, enough to be a very material aid to those thus taught in the care of their own health and that of those who may look to them for guidance.

I believe such instruction would also protect people from the imposition of the many forms of quackery which now flourish upon their ignorance. I suppose no one would deny that it would be a profitable mental exercise for youth to study a railway locomotive, or the machinery of a cotton-mill, to observe the adaptation of means to ends; how much more so, that most perfect and wonderful of all machines the human body. As a means of mental as well as moral discipline, what can exceed the study of the works of God?

Space and time forbid further discussion of the subjects. I will, however, mention one more, as it seems to me not inconsiderable value, of the studies proposed to be added to the course of study for our common schools.

It is a very old adage, "As the twig is bent, the tree's inclined." The mental taste must necessarily be largely influenced by one's schooling. It is well known that a very large part of society grows up with very perverted tastes for reading, entertainments, etc., as is evident from the great popularity of the trashy literature which so floods our land, and the patronage of low, not to say demoralizing, amusements.

Is not this vitiated taste measurably due to the fact that the common-school course is so devoid of what can kindle any correct and healthy literary taste? Geography, grammar, and arithmetic afford but little to entertain boys and girls.

If the interesting studies which have been proposed were a part of the course, I think it can scarcely be doubted that tastes would be formed such that general history, biography, the political and social news of the day and natural science would, with a large proportion of those leaving our schools, usurp the place of the worse than useless literature which now so emasculates the mind and perverts the moral sense.

Natural philosophy was suggested. I would not insist upon it at the first stage of the reform. It is evident, however, that all men must be either the *slaves* or the *masters* of the natural forces; and which their knowledge of the laws of those forces must determine, and most will be wholly ignorant, if nothing of these laws be taught in the common schools.

One word for book-keeping. Nearly all feel the need of knowing something of the principles of this branch of study, whatever business in life is to be pursued, and it seems evident that the "peoples' university," should supply what is so generally needed.

One single sentence and I am done. Give us small text-books in place of the unreasonably voluminous treatises now in use, and, beside many other advantages, this reform will be found feasible. G. C. W.

ON THE MANAGEMENT OF BAD BOYS.

NUMBER TWO.

INSTIGATORS of trouble are seldom numerous in any one school; yet in almost every one there are to be found a few, who are the prime movers in whatever there may be of mischief, serious disturbance, or aught else to interfere with the harmony of the school. To the treatment and discipline of boys of this class we propose to devote a second paper on the "Management of Bad Boys."

It is not easy to designate such boys by any single appellation which shall express fully their numerous characteristics; yet, from a few of those characteristics, teachers will readily recognize the class to which we allude. They are leaders in transgression and impropriety, and are diametrically the opposite of the class characterized by "*sullenness*," whose management we considered in a former number of the "Teacher." They are active in the fullest sense of the term; and their distinguishing traits are, perhaps, *activity and restlessness, brilliancy, heedlessness, and oftentimes recklessness.*

They are generally of a lively temperament, quick in all their movements, often, though erroneously, called nervous, careless, impulsive, and seemingly incapable of self-control, sometimes sly and timid, but usually free, familiar, and possessed of considerable confidence; favorites with the school, good, and often brilliant scholars, with perceptive faculties very quick, but not much given to reflection, fond of fun and frolic, and, not unfrequently, addicted to mischief at the expense of others. To those traits we may add a seemingly innate fondness for leadership,—a fondness that exhibits itself in the little captain of the juvenile militia company, the driver of the boy-team, and the ringleader of boyish sports and pranks at school, at home, and everywhere.

The misdemeanors of this class of boys are not of a negative character, but are manifested by outward actions. Frequent diversions from study, "putting up" others to mischief-making, ill temper exhibited in the tones of the voice and in various other ill-mannered expressions, impatience under restraint, and violent outbursts of passion when reproved, aggressive disobedience of the rules of school, frequent and open hostility to the teacher, and opposition to all his requirements, and malicious attempts, in many ways, to make trouble and disturb the school, are generally some of the overt acts by which these restless and sometimes reckless boys become the subjects of disciplinary notice. All teachers of experience will agree with us, we think. that pupils of this class occasion no small amount of trouble in school, They are "apt" at mischief, and have the power, and too often the disposition, to thwart, to a considerable extent, the good offices of the teacher, and to exert a deleterious influence over a large portion of the school. But, to their credit it must be added, they also possess the abilities to conduct themselves honorably and well in all that pertains to a well-behaved and exemplary pupil. They have within themselves those mainsprings of action, capable of becoming instruments of good or of evil, accordingly as they are guided and properly developed, or neglected and perverted. The leader in mischief at school often becomes, in after life, the leader in business and honorable enterprise. We do not mean to assert that one necessarily follows the other, but that the former, as well as the latter, is evidence of a controlling mind. This is a point of the utmost importance to the teacher, and one of which he should never lose sight; for, in the management of such boys, he must purpose to himself not only to check their evil tendencies and to turn them from their errors, but also to guide them in the right way, and assist them in the healthy development of their particular endowments.

How shall they be managed?

The artist can never labor to advantage who is not fully conversant with the nature of the material upon which he is to be employed, with all its properties and capabilities; so the teacher, in this case especially, must study and know the peculiarities of his pupils, and, knowing them, be governed accordingly, both as to what he attempts to perform, and the manner in which he expects to accomplish his object. One of the noticeable peculiarities of the class of boys now under consideration is their physical temperament. They are restless, always in motion, noisy, and, of course, liable to be a source of annoyance to the teacher and the school. Now it is useless to suppose that such pupils will, without much cautioning and admonition, sit as quietly, or demean themselves as noiselessly as might reasonably be expected from pupils of an opposite temperament; and it will be the extreme of injustice in their case, to attribute to malice that which is rather an infirmity, and one which can be overcome only by a long course of self-discipline, both of body and of mind,—a work seldom fully accomplished in the school-room.

But the grand secret of alleviating this source of annoyance is, to *give the pupil occupation.* This should be done not merely to fill up time, but because occupation is peculiarly and emphatically a law and a habit of the pupil's being. It is during the idle moments of the pupil, and the occupied moments of the teacher, that the former is most likely, almost from a sense of habit, to be seeking for some object upon which to expend the exuberance of his boyish and buoyant nature; and the true way to keep such restless spirits from mischief is to give them something to do. They are generally equal to the performance of a strong work. Let their time, therefore, be fully occupied with pressing duties, and let their powers be severely taxed, that they may feel the pressure of occupation. This will require the exercise of judgment and ingenuity on the part of the teacher, and, not unfrequently, of considerable persistence of effort; for such pupils are often superficial in their habits, unused to close application, and have their minds preoccupied with subjects quite foreign to the pursuits of the school-room.

But most boys have their own predilections for particular branches of study. For example: boys of an inquisitive, investigating mind, are generally exceedingly fond of arithmetic, natural philosophy, and chemistry; and those of a roving disposition, especially in sea-port towns, are easily interested in anything that pertains to navigation, the physical geography of the sea, the natural history of fishes, etc.; while those of other peculiarities have their favorites also. The observing, judicious teacher will discover, and, by a little special effort, cultivate this fondness, until there shall be established a growing love for study. And when the duties of school become attractive to the pupil, the teacher may truly regard his position like that of the mariner with wind and tide in his favor, and he is unfit for his place if he fails to take advantage of such circumstances, and to maintain in the school a spirit that shall effectually banish from the room all tendencies prejudicial to study and good order.

No class of pupils are more susceptible of being imbued with enthusiasm than those whose management we are now discussing; and if that enthusiasm can be enlisted in behalf of a high standard of scholarship and manly deportment, a single boy, under other circumstances troublesome, may become a leader whose influence for good shall be felt by every member of the school. The transgressor in this way becomes the coadjutor of the teacher in his labors.

It must not be presumed that this class of boys are to be governed on the *let-alone principle.* Their easy susceptibilities and volatile temperament expose them to be diverted by the slightest occurrences, or irritated by the merest provocation; and the precipitancy with which they literally "rush" into the performance of all their actions, and the formation of their habits, renders it imperative, on the part of the teacher, to interpose an immediate check to their wayward manifestations, whenever they become noticeable or dangerous. A little delay may occasion a state of affairs difficult of correction, and perhaps irremediable. The timid and procrastinating teacher has need to learn that cases of this kind must be met with decision and promptness. And having made this suggestion, it becomes necessary to add, that *they should not be governed too much.* So great is the importance of this last suggestion that we would emphasize it with all allowable force. It may seem paradoxical, but it is nevertheless often true, that in school those who offend most must be governed least. Corrective measures carried too far, or of too extreme a nature, provoke the irritable pupil to retaliatory conduct, as in the chase the too eager hound compels the hard-pressed hart to turn in maddening fury upon his pursuers. Such boys *cannot be crushed.* There is an elasticity in their nature that will elude and outlive misdirected and oft-repeated severity. And it is seldom that they can be safely driven—we mean effectually so. Drive them by compulsion, you may; but they are like those grinning toys on coiled springs, which children press down into boxes, but which bound out again when the cover is removed. They will not stay driven by mere force, when that force is relaxed. The law of their nature is expansive and upward. They must be led and won, and, as with the sheep of the true shepherd, he is only in reality their master whom they willingly follow; and he is a successful manager who guides them in the right and attempts not to crush them.

But it will be said there are *some* boys who cannot be persuaded or led. Rarely there are. The rule we have laid down above is general, though perhaps not universal. With the prudent teacher exceptions will be very rare indeed; but they do nevertheless exist, and must be provided for. He has been a fortunate teacher, indeed, who in the course of an average experience has never met with an exception,—with boys whose fractious and violent dispositions would overleap all sense of propriety and be utterly deaf to reason. Such difficult, and, we may say, almost desperate cases must be encountered with a decision and persistence equal to the most violent demonstrations of the pupils; making use of the most prudent measures the circumstances of the case will allow, and having proper respect, of course, to reason, they must be subdued promptly, completely, and unconditionally. A single moment, at such times, often decides the triumphant success of the teacher or his disgraceful failure. It is the fatal rock on which many a proudly sailing bark has been wrecked and gone down forever. The greatest prudence and the highest skill will be brought into requisition; for in fair weather ordinary talents may constitute a pilot, but in storms and amid dangerous rocks, experience and master minds peculiarly fitted for emergencies, can alone conduct the ship beyond danger into smoother waters. So in the school-room. When such emergencies occur, the issue depends, we think, principally upon the cool, reasonable firmness and magnanimity of the teacher. Here as elsewhere, we cannot specify for individual instances, but can only give general principles and suggestions.

It is unwise in a teacher to announce pompously to his pupils that he "shall compel them to obey," or to threaten that certain unnamed but fearful consequences will follow *if they transgress.* Acts will be more convincing than words. It *is* proper that he should enjoin upon them the importance of order, attention to duty, and coöperation with him in his efforts for their good; and when he has assured them of his readiness to labor for their improvement and welfare, and of his reasonable expectation of a cheerful performance of duty on their part, it will be best for him to act upon that expectation. The probability, or possibility even, of anything else than implicit obedience ought not to be hinted at; and his whole bearing before the school should convince them that such obedience is expected *as a matter of course.* Let them learn that the way of the transgressor is hard, not by threats that it shall prove true, but by *actual experience.* When pupils perceive that wrong-doing is immediately and surely followed by the disapprobation of the teacher, or by correction and merited punishment, their conclusions in regard to the character and salutary influence of the discipline under which they are placed are quite likely to be correct, and they have no need of a blustering display of a mere word-authority.

Equally injudicious, also, on the part of the teacher are boasts of his ability to circumvent his pupils in all the arts of low cunning, subterfuge, and evasion. It may be possible that he possesses that ability, but the reverse is sometimes true; and it may be well that he should possess it; but it is the mark of a low mind to make an open boast of it, and that uncalled for boast often awakens in the pupil a doubt as to the teacher's actual ability—a doubt which mischievous boys are ever ready to test; and it must be confessed that sometimes a trial proves the boy's suspicions are well grounded, and reveals the teacher's weakness, much to his own chagrin and discomfiture.

To be successful in the management of bad boys, the teacher must be *self-possessed and able to control his own temper.* He must be master of himself, or he cannot reasonably expect to control others. Like begets like, and the image in the mirror responds to the object scarcely more naturally, than do the feelings of anger in the bosom of children rise up in return for scolding and harshness. This is not a mere mental habit, but is a law of our nature. The gentle zephyrs evoke from Æolian chords tones of sweetness and harmony; but the wild tornado, or the hand of violence, will produce only discord, or silence those tones forever. Scold and berate a quick-tempered or sensitive pupil, and you will irritate him to madness, or chill and paralyze those finer sensibilities that demand at your hand a far different culture.

The irascible teacher always labors at a great disadvantage with his pupils; for when they have once found out his weak points, they experience a roguish delight in fanning the flame of his peevishness and rage. To "see the master foam and fret," becomes a kind of pastime which they greatly enjoy, and for the provision of which they have an ample supply of peccadilloes always at hand. In such a frame of mind the teacher can never restrain or control excitable and passionate pupils; but will, on the other hand, have a school always in confusion and insubordination. But when he exhibits a calm, cheerful, yet most decided bearing, he will not only soothe their angry feelings, and reduce them to willing submission, but will commend himself to their better nature, and obtain a hearing before the tribunal of reason, free from passion and prejudice.

It is a mistake, often injurious to the teacher and unjust to the pupil, to attribute too much malice to bad boys. They are not fiends; neither are they hardened in wrong, like offenders of more mature years. They are vicious, it is true, with bad temper and bad manners; but they are not wholly bad. Youth is effervescent, and has not had the advantage of a life of discipline and self-control; and teachers should not allow the thousand petty vexations to which they are daily exposed, to accustom their minds to give undue prominence to faults. Bearing this in mind, they will often abate much of their unfavorable opinion of transgressors, and will be in a frame of mind better suited to adapt their management to their peculiar case in hand. In almost every wayward, troublesome boy, there is, beneath his repulsive exterior, a sense of true, manly honor. Appeal to that sense, and have a generous confidence in boys. Unexpected confidence will often arouse a boy's feelings of honor to such a degree that he will be ashamed to betray that confidence, or to allow it to seem to have been misplaced. This will raise him above deception and petty meanness, and will strengthen his moral culture. But whenever that confidence shall be wantonly or maliciously abused, let the pupil be made to feel it; and let it be withheld until he shall have fairly earned it again.

And, finally, whoever expects to be successful in the discipline of a school, in the correction of bad habits, and in the formation of symmetrical character in his pupils, must have, in his own character and daily life, the element and deportment of a gentleman—or of a lady, for we have used the masculine term only for the sake of convenience, and we mean, of course, a due regard to propriety in manners and intercourse with others. We teach by example, and more, probably, in this way than we are generally aware of. Imitation is characteristic of youth, and they believe they have a right to follow those who are their appointed instructors and guides.

Boys often acquire a facility in reading character that is quite in advance of their proficiency in the more appropriate studies of the school-room. They readily detect vulgarity and ill-manners in their superiors, and it is a common thing for pupils who are easily inclined to be at variance with the teacher, to dwell upon his faults and deficiencies in this particular respect. Be assured they will have no respect for a boorish teacher, or for one who prides himself upon his oddities, or for his assumed independence and disregard of the proprieties of his station.

But gentleness, winning manners, and whatever pertains to good deportment are always attractive to them, and whenever they are frequent witnesses of the exhibition of those qualities, their admiration of them seldom fails to be followed by an improvement in their culture.

The only rule, therefore, necessary for the teacher in this particular respect is, to stand before his school and the world a living exemplification of the attributes and bearing of a true gentleman.

A. P. S.—*in Mass. Teacher.*

THE KING'S ENGLISH.

It is curious to notice the changes which the King's English undergoes in its passage westward with the course of empire, and the idioms which almost every district may claim the honor of originating, or the blunders which each sturdy Anglo-Saxon unconsciously makes.

The Yankee passing westward is amused at the broad accent and peculiar blunders of the people he meets. He smiles when they say "I allow," for "I think," and can hardly repress an audible laugh when they talk of a "*right-smart chance of wheat,*" or a "*powerful heap of tobacco.*" As he goes southward the flat, yet drawling accents, seem to his unused ears very insipid, and the characteristic phrases often need an interpreter.

Does he hear an appointment for a lecture in the evening? He waits, it may be until 7½ o'clock, and then, attired in his best, goes to the designated place, there to learn that "the lecture was not *at night,* but at *two o'clock in the evening,*" and that "*meeting broke at four.*"

Does he teach school (and of course he must if a traveling Yankee), he will be confused and amused with the new and strange uses of the King's English among the juvenile population. "When will it be books, or when will school *take* up?" the children probably inquire on the morning of his arrival. "Can I go and get a bucket of water?" a child next asks, holding in his hand what the teacher calls a *two quart tin pail.* "Have you learned your spelling-lesson?" he inquires of a bright little girl, as the time for that lesson approaches. "*Well, I reckon,*" she replies, with a twinkle of the eye which leaves the teacher further in doubt as to her meaning. "Do you know where Columbus was born?" he asks at a venture of another Miss. She shakes her head and answers respectfully, "I *disremember.*" The Yankee can hardly keep his gravity as every day reveals some new peculiarity in the speech and manners of the people about him, and yet, if he minds not his p's and q's, the quick-eared southerners are all the time having their laugh at his expense. It does not signify to them that he makes far less blunders than they, since they know it not. "Does n't he say 'had n't ought to,' and 'bunnet,' and 'yis' and 'yisterdy,' and does n't he mince and swallow his words, the Yankee schoolmaster?"

The charm of novelty gone, or necessity impelling, does our hero take his carpet-bag and go still further westward, on, on to the land of gold; there the speech of the people, no less than the climate, is every day revealing something new.

Does he call on a friend? He is told that he has gone a few hundred miles into the country after "*a little pigeon,*" and will not be back in a couple of weeks. Thinking his friend a fool for going so far for a *little pigeon,* he turns away in disgust, not dreaming that *pigeon* means *business* in the native dialect, and that the laugh comes in on his side of the house.

Weary at length of wandering, our adventurer returns to his native east, surprised to notice many peculiarities of speech and habit which had before escaped his observation. His brother, to be sure, does not say, "I have saw," or "I seen," but he often says, "I see it yesterday." His intimate friend, when chatting familiarly around the fireside, forgets his *company* talk, and says "mornin'," and "talkin'," and "walkin'," and so on, indefinitely.

Our hero wonders if people talked so queerly before he went away, and ceases to boast of *eastern infallibility* in all things. At length, however, he marries and settles down in the comfortable belief that, with all its faults, there is no place like home. He still murders the King's English, occasionally, but, perhaps, less frequently than of old, except, it may be, when *talking with the baby*. J. H. M.

THE NATURAL ORDER OF STUDY.

"In what order shall the different branches of study be taken up in the education of children?" has long been a vexed question with thinking educators. It is one of the many upon which they always have disagreed, and will do so, probably, as long as there are children to be taught.

If it be a mere question of opinion, then every one who teaches must be guided by his own judgment, and no general principles can be established. But are there not some fundamental truths underlying the whole matter that will form a common foundation, upon which numberless architects can build their varying structures, according to the individual plan of each?

Teaching is both a science and an art. All science is governed by fixed laws. To understand and grasp these laws should be the aim of every learner; and is not every teacher a learner, in the strictest sense of the word?

It is laid down as the governing axiom of every art, "Nature is the standard;" and an artist is successful or unsuccessful in his vocation according to the degree of his fidelity to nature. In no art is this maxim more important than in the art of teaching, and nowhere has it been so generally ignored.

The more we know of the philosophy of the human mind, the more closely we observe the unfolding and growth of its various faculties, the better can we judge of the adaptability of the different branches of knowledge to the different periods of school life.

One writer, who has devoted much time and attention to the subject, gives it as his opinion, that "the several intellectual faculties, beginning with the perceptive powers, develop in the following order: memory, recollection, imagination, understanding, reason." He would not be understood as meaning that one power attains its growth, then another, and so on; but that, while all are developing together, as parts of one whole, they increase in relative strength in the above-named order. If the trees of a forest could be planted at the same time, though the growth of all were simultaneous and continuous, yet some would have attained their full size while others were mere saplings.

Even a careless observer of children cannot help noticing the intense activity of their perceptive faculties. How eager they are to see, hear, and touch whatever comes within the province of these senses! They concern themselves not with abstractions and speculations, but with present realities. Their world is not a world of mind, but a world of matter. Evidently, then, in their education, the concrete must precede the abstract. They are first to be made acquainted with objects and their properties.

It is very difficult for children to carry on long processes of reasoning, by which they arrive at general truths. To assign them studies involving such processes is more than unwise; it is wrong. It is true that, in any study, a child necessarily reflects and reasons to some degree, but his reason must be aided by his perception. The truth of the things that he learns must, for the most part, be apparent to his senses. Until children reach the grammar school, they should have nothing to do with complicated questions in mental arithmetic; and they should have much practice in counting, adding, substracting, etc., with objects before they touch even the simplest examples of an abstract nature.

Children do not incline to idleness. They like to use their hands, and to see immediate results of their labor. According to the old song of Doctor Watts, we must furnish these ever-busy hands with useful occupation, if we would keep them from being diabolically employed. Drawing and writing can be begun as soon as a child is able to hold a pencil; and they will be an unfailing source of amusement, as well as profit.

A great deal of knowledge can be communicated in the way of object-teaching; but its chief aim—one which is too often lost sight of—is to awaken the minds of children, to interest them in the familiar objects of every-day life, and to lead them to investigate the properties of these objects for themselves. If this be not accomplished, there is no foundation laid for profitable study in after years.

According to the classification before mentioned, next in order to the perceptive powers come the memory and the imagination. Children are interested in whatever is new or marvellous, particularly if they can test the novelties and wonders for themselves.

All sciences, it is said, are in their beginnings equally simple. Especially is this true of the empirical sciences. Between the ages of five and twelve years, children can be made acquainted with the elements of geography, botany, geology, natural history, chemistry, natural philosophy, astronomy, physiology, etc. The names of thousands of objects can be learned, and a multitude of interesting facts stored away in the memory, that will serve as a substantial basis upon which to build a superstructure of knowledge into which, as component parts, all sciences may enter.

During this period, considerable progress may be made in arithmetic; but algebra is out of place, as too general, and too abstract. The study of geometry may be profitably commenced; that is, children can be taught to distinguish between simple geometrical forms; and some of the elementary principles of the science can be clearly comprehended. In connection with geometry, drawing should receive special attention; and it should be encouraged in connection with all possible studies, besides being taught as a separate branch throughout the school course.

The study of history, if properly conducted, can be made exceedingly pleasant and profitable. Its facts and incidents will interest the children, as any narrative would do; and they can, in many cases, trace the chain of cause and effect, receiving, possibly, moral lessons that shall last through life.

Grammar proper, as well as all other branches of study which treat of the science of language, belongs to a maturer age; though much can be done in the mean time to prepare the soil for systematic and thorough culture when the proper time shall come.

After imagination, "understanding, reason." Nature indicates, in this development of the mental faculties, that those studies which involve the fullest exercise of the reasoning powers, appropriately belong to the latter years of the school course. Much that has heretofore been taken on trust can now be understood; the causes of things ought to be investigated, and an effort made to arrive at those general principles and laws which are deduced from the facts and phenomena of natural science that have engaged the attention through childhood and early youth. The higher mathematics, mental philosophy, logic, higher departments of drawing, languages, and all studies which relate to language, in its widest sense, find now their fitting place; and a field of knowledge is opened to the earnest seeker, bounded not by this earthly life, extending, for aught we know, throughout eternity.

AN EVIL AND ITS REMEDY.

There are two ugly facts, the one dependent upon the other, connected with most, if not all, of the primary schools of our State, and very likely of many States.

First, a very large proportion of scholars have little or no love for school, but feel it an irksome task which parental authority imposes upon them, rather than a pleasure which they voluntarily seek. This is dependent largely or wholly upon the second fact, namely; according to present methods there is very little in these schools to interest children.

I think all who are familiar with children will readily admit that generally they do not love school for the school's sake, but more if they manifest any love for it, as a place where they can enjoy the company of their playmates. The truth of the second fact is probably not so generally recognized, otherwise there would be more effort to find some remedy. Very likely some who are convinced of its truth, believe that it is inevitable in the nature of things, and therefore unavoidable. If it be so, it is not worth while to battle with fate. But is it so?

Love of knowledge and of its pursuit is an instinct implanted by Nature, as any one who has been plied with the thousands of questions upon all matters conceivable and inconceivable which children constantly ask, or who has noticed the prying curiosity of children, knows.

Why is it, then, that children dislike school? The answer is, I think, short and easily discernible.

The true order of nature is generally disregarded.

The child without any teacher but Nature, during the first four or five years of life, learns vastly more than in any equal period of life subsequently, even with teachers.

It will be profitable to inquire how the child makes so rapid advancement during those infant years. How does Nature teach? The child is, like the man, brought into relations with the outer world through the five senses, and it is through these avenues, that nature conveys her lessons, the learning which is a source of real delight to the child.

What child ever wearies, except temporarily, through physical exhaustion, of running in the fields, scanning every flower and bird and beast, and bringing under the scrutiny of sight, hearing, feeling, taste, or smell, one or all, every new thing which presents itself?

We see, then, that the observing faculties are all alive in children. Have they done all they can when he first enters school? Can they not be made, under proper directions, to still very greatly aid in his further education, or are entirely artificial methods altogether superior to Nature's methods?

There can be no doubt that they would greatly aid both teacher and pupil, and further, it seems plainly the indication of Nature that these are the very faculties that should be first educated; that is, that when children are old enough to be put under the care of a teacher, they should first be taught how and what to observe.

Nature never ceases teaching; her's is the one school we attend all our lives. How important, then, that we learn early how to use her educational agencies.

With existing methods of teaching, the observing faculties are almost wholly neglected, whence the irksomeness and consequent dislike of school.

Children cannot deal with abstractions. A child when first grappling with the difficulties of arithmetic, cannot very readily understand the abstract proposition that two and two make four, but with the objects before him can very readily see and understand that two marbles and two marbles make four marbles.

Through a large part of the time devoted to the primary school, *things* should be taught much more than books, and this throws open to both teacher and scholar a much wider and more interesting field than the narrow round of reading, spelling, and arithmetic now usurping nearly all the time in our primary schools.

Who is responsible for the present state of affairs? To be plain and short, both teachers and school authorities. Many teachers have hardly heard of object-teaching, very many more have never seen it and do not understand what it is, and so in some sense are not censurable that they do not employ it in their work, but every teacher owes it to himself or herself and to his or her pupils, to inquire into the matter, and be prepared to work more in accordance with Nature's methods. Many school authorities very likely have little knowledge of what is meant by object-teaching. They, too, should investigate the matter, and should insist upon the introduction of "object-teaching" into these schools, and should furnish the necessary apparatus for its successful employment, namely, manuals for teachers, pictures, blocks, counters, etc.

Could this method be largely introduced into our schools, I doubt not it would prove a much more effectual check upon truancy and absence than all existing school laws, and all the restraints now brought to bear upon these evils. G. C. W.

[The paper on "The Natural Order of Studies," received subsequent to the preparation of the above, presents the same subject in a different light.—*Ed.*]

THE STUDY OF NATURAL HISTORY:—ITS POWER AND PLACE.

BY E. C. BOLLES.

A QUARTER of a century ago, the "Penny Magazine" was our most delightful teacher. It dazzled our eyes with its astonishing wood-cuts, and with its very miscellaneous information always satisfied our appetite for change. We studied Oriental agriculture in it; and found one of the cardinal principles of this set forth in the picture of a swart Egyptian driving to the plough an ox and an ass yoked together. Slow good-nature and nimbler obstinacy tugged in company at the wooden share. After that, we were not surprised to learn that the ploughing was barely skin-deep in the earth, and that Eastern farming owed more to the fertile soil and the bland influences of Nature, than to the sweat or skill of men.

So we are convinced that in many respects our systems of education have been at fault. They have been mixed teams of badly harnessed forces; hard to drive, and cutting but a shallow furrow in the ground. The education that has lain outside of them, the influences of an ungowned instruction, has been largely the real tutor of the world. Here were realities, while the schools taught shadows. Here were the free and glad conspiracies of the sun and wind and rain, trooping together to accomplish what academic traditions were too discordant or dull to do.

The real good, then, of the "New Education," the last catch-word of the scholastic world, should lie in the fact that it proposes to unite in better balance and efficiency the old elements of instruction, while it adds the novel ones which are indicated as necessary by the demands of the age. In this latter particular, the prevailing form of education is the best barometer to show the tides in the public air, and the term "new" can here only be a synonym of "good." In the first, it is equally certain that one-sided systems have been the curse of political and moral history; and a conservatism in education, resisting the more perfect distribution of its powers, will only repeat the unevenness and discords of the past. Practically, it is proposed to accomplish both objects here hinted at, by the large increase of the so-called "scientific" departments of all education. This will at once balance by the weight of its concrete mass the bulk of a more abstract culture; while at the same time it changes the date upon the stamp of education from the 15th to the 19th century.

Hinc illæ lacrimæ! Hence, without denial, controversies infinite! The tide will not rise without much fluctuation of coming and going waves, and much disturbance of the sand. We may expect a good deal of savage radicalism and trebly-moored resistance, with all the pleasant consequences that attend the collision of an irresistible force with an immovable body. We shall probably have in some quarters Longfellow's Salerno doctors over again in the contest of Botany and Grammar:

"*1st Doct.* May the Lord have mercy on your condition,
You wretched wrangling culler of herbs!
2d Doct. May he send your soul to eternal perdition
For your treatise on the Irregular Verbs!"

Meanwhile, the wiser and unpartisan spirits, who desire less to serve a plan than to develop and instruct the human mind, will apply themselves with a cautious but earnest hand to make the practical combinations which solve the entire problem.

In this war of claims, we wish to be heard for our own client. It is one from which we feel honored to accept a brief. We do not urge it into prominence one whit the less, because it was so thoroughly ignored in our own early training, and came to us only as an autumn flower, late in the sunshine of our academic life. Natural History must, we think, fill a larger space in the accurately adjusted scale of a true education. We appeal for it as a discipline, calling out eye and hand and brain to their most delicate and best performance; and as a recreation, peopling leisure with sweet and innocent shapes. We plead that it is practical, and that it leads man among organizations and laws that may become comforts or luxuries in his discreet dominion; and that it develops the poetic faculty by its kaleidoscopic shows of beauty and intelligence. We claim that its alphabet is simple as the letters of our mother tongue; that its combinations are as elaborate and grand as the Paradise Lost which those letters may make; and that thus it is milk for babes and meat for men. We urge that if you wish to educate for earth, it has its value in your scheme as helping the vision to behold the furniture of our physical abode; if you are looking beyond earth and thinking of what faith anticipates, it agrees with faith by its suggestions of a Will, to which its wonders are but the richly woven veil. To bring us near to the world of life, in which we are a part, yet out of which we rise; or to catch us up into the calm chambers of meditation from which the world dwindles and its noises drop off into silence, we believe to be within the power of these scientific studies. There is use in them, and there is honor in them; and what Cicero wrote so long ago in his plea for Archias, and wrote so well that the boy Latinist still loves to quote its sonorous eloquence, was but the fitting prelude to the praise of those other studies which have placed undying laurels on the head of Audubon and Agassiz and Humboldt.

Whether or not there be any Cicero to plead for it to-day, the power of this study is confessed on every hand. The immense popularization of science is an index of this. Books are not printed for the solitude of a desert; and the current literature of popular Natural History at once implies and creates readers. It is a curious fact, that there are no childrens' books better illustrated by the highest skill in drawing and color than the bits of Natural History placed in their infant hands. Even Cock Robin finds his Audubon, and Whittington's

Cat its Cuvier. There are in the press, to-day, under the sanction of the oldest State of New England and the golden State of the Pacific, two merely local and popular reports on Natural History, that will bring the birds of the air and the shells of the sea to every fireside in the finest style of print and art. Some of the most remarkable overflows of charitable wealth of the last few years have been in the channels of Natural History Societies. To crack the rocks for fossils does not now altogether imply that your head is cracked itself; to study beetles or hunt butterflies does not everywhere earn the suspicion that you are bug or vermin mad; nor do your friends simply point you to the Reform School for taking toll of an occasional bird's-nest. The Aquarium and Fern-case are precious corners of Nature which beauty and even fashion does not disdain. An ingenious and profound naturalist is this moment toiling to reproduce among the wonders of the great Central Park of New York, the images of the huge monsters of America's geologic youth. It *may* soon become, let us hope it *will*, a part of polite education not to be ignorant of these things; and a wrong determination in science may be as horrible as a false quantity in quoting Horace, or a mutilation of the Queen's English in omitting the H or slurring the R. The test may be like the boy's of whom Higginson tells. "What is an idiot?" said his playmate. "An idiot?" answered the young botanist; "Why, an idiot is a man who doesn't know an *arbor-vitæ* from a pine! He doesn't know anything!"

At the same time, we must notice the foil to this picture,—a popular ignorance and prejudice, crying as a nuisance to be abated. To a legislature of an American State was presented last year an able report, from a naturalist whose fame is wider than the Atlantic,—an elaborate report on the animals of the Commonwealth. It did not commend itself to the wise men of the Capitol. In the matter of this report on *Animals*, a fellow feeling did *not* make them wondrous kind! It was refused printing; the chairman of the committee to which it was turned over, saying comprehensively, that "he didn't care nothing about snakes and *quad-rū-peds!*"

Similar ignorance seems paralleled only by a circumstance within our own knowledge, where a physician by the bed of a very sick man ordered half-a-dozen leeches, that their benevolent though somewhat repulsive offices might save his life. Calling a few hours later, his first question was, "Did you apply the leeches?" Returned the patient's wife, "He swallowed five, but couldn't get the last one down!" In all soberness, more than half the world looks at nature through a dim or distorting glass. She stands about us a perpetual inspiration, comfort, joy. But half the world behold her only as the English tourist saw the Swiss lake. He was driven around it, sitting with his face to the hills, and only had the story of the ride to tell.

One very common error about Natural History serves also as an argument in the hands of the adherents to a merely classical, mathematical, and philosophical *curriculum*. We allude to the idea that it is only a study of technicalities and dry classification; while a word-mill turned by naturalists pours out continually a flood of Latin and Greek names which would have made Cicero shudder, and would have been sand in the Attic salt. "Professors are pedants here," says the objector, "and Nature a show of ticketed mummies." Precisely the same tendency may act here, we grant, as in other departments of instruction and classified knowledge. Language is a living thing; bone is articulated to bone, and swung in ligaments; while under its ribs a warm heart beats, and from its brain a flexible telegraph directs the foot, the lip, the hand. But Language is taught by pedants sometimes; and the exquisite spirit of the Greek or the world-conquering charge of the Latin is gone in their handling, as surely as the green from last year's grass or the birds from last summer's nest. Mathematics is not a soulless array of figures, equations, and lines; but a world of order, awe, beauty, design,—well worthy to be the foundation of all knowledge. Who has not known it, in its perversion, as the dreariest bondage that ever made bricks without straw, or covered a slate with calculations more wearisome than death? Philosophy, also, golden-tongued, telescopic-eyed, majestic, may degenerate with an unphilosophic book or teacher into a waterless well, where two empty buckets, the "Ego" and the "Non Ego" pass and repass till the head swims and the heart is sick. So Botany may deal with "learned hay," and geology with "rocks and old bones," while Zoölogy pets "beasts and snails," Entomology "grubs and bugs," and Mycology "mould and toad-stools." Nature *may* become worse than carrion. But with Henslow, Carpenter, Huxley, Tyndall, Gray, or Agassiz to teach, these things can never be. Good teachers are not to be picked up like laborers waiting at the corners of the streets (though they are mostly paid as if they were); and in the practical experience of the school, all cannot give the necessary glow and life to the subject of tuition. But the cramp of drill, the dust of professorship, the pedantry of routine are not peculiar to scientific studies. The intense fascination with which science so-called magnetises its devotees, is, we venture to say, unexcelled in power by the influence of any other department of the world's knowledge.

If you lead a common, ignorant man through a room of Natural History, and in a familiar yet accurate way point out to him the scientific position and order of the objects that lie around his daily walks, the result will be amazing. It is the revelation to him of another world. These things were so near and yet so far! They were so close to him that he touched them, that he was a part of them; and yet they were as distant and unknown, save by a dim twinkle in his mind, as Jupiter or Sirius. The phenomenon is one we have watched many times ourselves, and the law is sure never to fail.

In the case of children, the wonder and delight is even more conspicuous. Hoop and marbles will be deserted for shells and sea-weeds. To be sure, it is not without its amusement to witness how the hard words get naturalized in mouths that may not be able to turn all their corners correctly. We were walking on Boston Common some months ago behind two school-girls, whose loud and emphatic conversation was on the compounds of hydrogen and carbon! Very amusingly scientific, but very innocent too! Quite as profitable likewise as though they had talked about their neighbors' bonnet or business! And these same hard words! In the multitude of Nature's curiosities, where every thing must have its scientific label, there may be the puzzle and complication of an immense vocabulary. But it is only conspicuous before the classics or mathematics, because there are fewer things in these to describe or ticket. They are not sapless roots or tubers, but have as much expressive life as "Paradigmi" or "Tricosahedron." It is true that some minute and harmless thing *may* groan under a large and belligerent name,—human beings do that sometimes,—and the poor abused Nature might, with the poet, be apostrophized,

"Lie heavy on him,—for he
Laid many a heavy load on thee;"

but, in spite of all this, the vernacular of Natural History is but the gauzy chain of a cobweb to the strong hand that puts the name aside to see the form itself. The power of Natural History draws its sanction from the fact that every soul is born with the inward sense that yearns to know, and with proper culture may know, the mysteries of the universe. We do not believe it is only some rare and favored beings that are to be fed by the accumulated stores of Natural Science, but that every one is destined by birth for that fortune so beautifully told by a great poet for a great naturalist, by Longfellow for Agassiz:

> "And Nature, the old nurse, took
>   The child upon her knee,
> Saying: 'Here is a story-book
>   Thy Father has written for thee.'
>
> "'Come wander with me,' she said,
>   'Into regions yet untrod,
> And read what is still unread
>   In the manuscripts of God.'"

And now, what is the *place* of this instruction of Natural History in our ideal scheme of Education? We may advance some heresies upon this point. At all events, if we do not fire high enough, it shall not be because we do not aim at the sun. And we cannot help being critical too. If most human beings do at some time in life find fault with the universe, it may be allowed us without offence to have our quarrel with some traditional plans of instruction, that are, at least, somewhat more poorly put together.

First, we claim that scientific instruction should have *one of the first places, in order of time*, in education.

It is "Object-teaching," and therefore has the right to such a place. It appeals to the first senses that mature, the first powers that have the privilege of experiment. It is related to the most familiar sights and sounds of early life. Its omission is the parent of superstitions that growth makes chronic. Its neglect robs childhood of innocent recreation and useful work-in-play. Where it is not, one door at least stands open to vanity and wrong.

Our old conservative systems put Natural History away, as the miser shirks the execution of his will. These studies are nominally or partially taught in High Schools; in their fullest extent in the College or a few special "Departments." On any theory, there is an egregious wrong somewhere. The boy can look forward to a *soupçon*, a smattering of Natural History, perhaps, just before active life beckons, and "its bounding pulses are mated with his veins." The girl gets only the crumbs from his table,—and where the table only has a crust, what then? Admitting all this to be right, the instruction comes too late. It is the good seed among thorns. Already have those predjudices which thwart the aim of true scientific instruction, attained too rank a growth.

Natural History *belongs in the Primary School.* Give the children the alphabet which is the key to the record of human wit and folly, but let them learn, too, the alphabet which the Divine hand has written on the leaves of Nature.

We wish that Henslow's life could be told so that all could hear. It is a sweet, beautiful story of an humble sphere made radiant and wide with celestial glory. He buried himself, as the world would say, in a mean country parish. Talents that thrilled London were dropt into the furrows where ploughmen walked, scarce nobler than the clod. But he was buried only as the violet and acorn are, under the snow. Perfume and strength grew out of the soil at last. In a word, the appeal of an eminent botanist, for such Henslow was, to the children of the parish,—his instruction, his friendliness, his patient labor to make them see the works of the great Father,—gave, ere he died, the glow of intellectual and religious life to that sullen and sottish town. He put the study of Nature in its best place, the childrens' hands, and great was his reward.

Secondly, the place of Natural History is *amid the most unstinted expenditure and the most careful provision for its instruction.* It is not to go hiding in a corner. It is not to be the ravelled hem of the tutor's gown.

By this we mean, that every public school, rising from the lowest grade, should be supplied with books, pictures, apparatus, and cabinets, sufficient for the work of a thorough instruction in Natural History. It is a question at once of right and of economy. We may perhaps lament the decline of the old Spartan virtue, which made money of iron and men of gold. We ought not to be compelled to state the fact, however, that we so thoroughly ignore the right our children have to education in the laws and forms of the universe which we hope is to be for three-score years their home. If duty ever governed a dollar, it ought to do it here. And if the American Eagle on the silver unit of value, is simply an untameable bird, that only strikes his quarry in the wilderness of trade, Natural History itself could suggest no better emblem of a people whose end shall be the inglorious one of selfishness and greed.

It is economical too, as we have hinted, to furnish these appliances for culture. We have only two elements in our capital—our land and our labor. Intelligence of every honest kind fertilizes the one and gives skill to the other. For our enjoyment in this world, too, we have but two factors, our world-home and ourselves, and the more we get out of life, the happier we are. It is economy to give as thorough knowledge of nature as schools can confer. Enough will come from discovery and invention to make the investment good. It is economy to add to the resources of innocent joy. Life grows long and prisons empty in this way. Have we any blood in our veins, or only water, like the worms that are only half-warmed clay?

We may build costly Academies and Schools, and this is well. Better a temple than a den! But as the hull of the steamer to the engine, so is the building to the machinery that is to find its work to do within. Apart from this, the great hulk lies stranded and motionless, to be wrapped in the shroud of the rotting weed, and dissolve away at last.

One cent in the dollar of the losses by fire in a city made historic by its misfortunes (but as much, too, by its enterprise, let us say), would place in every school within its limits the material for such instruction,—the permanent fund whose interest should forever be health and thrift and joy. Were such a city in Patagonia, we might say of it boldly, that in only one of its schools, and there only in a ludicrously imperfect way, was this even made the subject of consideration. "Authorities" are not to blame. It is the "fountain of authority" that runs muddily, and scarcely in any other city is there a clearer flow. The people have what they think they want. It is a grave question how much hay or corn or fish or lumber are raised or exported, and how much (not to enjoy too many blessings) taxes can be pared or scrimped. The best crops are left at some points to Nature's charity. Every farmer knows how many teeth and claws are waiting for the first leaves that spring from every seed he plants,—those first tender leaves that hold the future of the plant in their delicate hands. Shall we think there is a less crisis when the first leaves of future citizen-hood or matron-hood open to the light?

We believe, if the law of gravitation holds, that our system of education must come to this at last. What community will lead the van in the reform? Perhaps Lexington did not intend to begin the Revolution. It came nevertheless in her musket-balls. So it may be forced on some community to begin another Revolution, for which a more intelligent posterity will honor its unconscious virtue.

Thirdly, Natural History *ought to be taught by well-trained Specialists*, among whom the whole wide field should be divided in fee. What colleges do as they grow rich, no community should ever find itself too poor to do for its Common Schools.

This would make them what Thoreau calls "Uncommon" schools, which are just the most necessary thing. Teachers of science are not to be made, as scandal alleges missionaries to be, out of material useless in the common run of service. Just as little should the entire Animal Kingdom be cast upon some overladen back in the school organization. It should be a pride and a duty to have the phenomena of the visible and living world taught by the best methods and by the best men. Or if a method of coöperation is wanted with the growing cause of woman's elevation, train female teachers from the thick ranks of the unemployed thousands of our daughters and sisters, and give them commission to use their tact and quick-witted natures in this work. Here is a field for work, and the material at hand to occupy it in the very best way.

Teachers are always overworked, we believe; and are a striking confirmation of the theory that India rubber is a large constituent of the brain. But to see a single instructor commissioned for all the "ologies" that interpret Nature, is a sight for angelic pity. We might recall of them as of Mr. Pickwick and Count Smorltork. "They are here," said the Count to Mr. P., tapping his forehead significantly, "Large book at home—full of notes—music, picture, science, poetry, poltic; all tings."

We sometimes dream of the perfect School-house of the future—a building that stands, haply, among the lights of the twentieth century—a building conspicuous even among the Temples of its sublime Faith or the Halls of its progressive Government. We dream of it, as visited by the genial breath of the air, and loving smiles of the sun;

never a tropic desert of withering heat nor an arctic desolation of frost. Pure as the air itself is the childrens' blood, vigorous their limbs as the physical culture which is molding them into manly and womanly beauty. And together with the body's training the mental work is attuned to Heaven's own rule. We fancy its government the law of love, and mutiny or discord a thing unknown, though the spacious halls are thronged and the teachers' dais full. Pictures speak from the wall; books are not few; all that can illustrate the seen or unseen in creation, stands or moves or shines in its proper place. And we can only give an especial niche of honor to one great culture, that, among these various agencies, is making ready for useful and honored lives these young spirits baptized perhaps, in memory of the dead, with our own names; —the culture that teaches them the story of the world in which they live, that fills its forms with glory and unveils its laws. Such a school *may* be more than a dream—it *will* be, if we do something more than dream about it to-day.

THE ELEMENTARY STUDY OF LATIN.

The claims of the "classics" to their present position in the higher educational work, have of late been subjected to much adverse criticism. The impression prevails quite extensively that the relative importance of such studies has been overestimated, and it is generally admitted that opportunities of liberal culture by other methods should be open to those who have neither taste nor time to devote to the ancient languages. By some the prevailing methods of instruction are characterized as altogether antiquated, scholastic, and unfruitful. One writer of some note has affirmed that a youth who has conquered his college curriculum "has mastered a disqualifying culture. The student has not been preparing a soil for future sowing; he has sown it, and to extirpate the roots will consume half a life-time."

Any intelligent working at these educational problems is of advantage, even though failing to secure correct results. It tends to a juster estimate of the elements involved, a more intelligent idea of the ends to be secured. It leads the teacher to prove all things and hold fast that which is good.

Into the general question of the utility of classical studies in our colleges, it is not proposed to enter only so far as to express an opinion that the critical study of language deserves a leading position in a system of education which lays claim to anything deserving the name of liberal culture. No science has more intrinsic interest, none is more intimately connected with human life and work than the science of language. Words,—their origin and modifications,—the laws of euphony in harmony with which phonetic change takes place, the laws of association which control the developments of signification, the principles of relation which are embodied in rules of syntax, and the final product in the masterpieces of literature, yield neither in interest or value, as subjects of study, to any branches of human knowledge which have a fitting place in our higher educational institutions.

Very few object to extended classical studies for those whose lives are to be devoted to historic, philological, or other philosophical and literary pursuits; but with those whose school life is limited by the brief course of our high schools and academies, and who hope, without needless delay, to become the skilled artisans and the intelligent and influential business men of the country, the question rests on very different grounds.

The best education for such is not found in the exclusive study of book-keeping and banking, and in the mastery of other technical details of business, but it must aim to secure that culture which will prepare the student to learn readily and perform intelligently all the practical duties of business life. Among the most important of the ends to be secured, all will admit, is a faculty in English speech whether written or spoken. Such have not the time, were it desirable, to acquire any extensive acquaintance at first hand with any literature other than that of their mother tongue, and in recommending Latin, it is purely in the interest of accurate thought, and clear and forcible English speech.

Language, as the vehicle of thought, should be studied in some more fruitful way than through an interminable drill at the technicalities of English grammar. Very brief instruction in this department of study, and perhaps oral instruction alone, will suffice until one commences the Latin, after which the study of Latin and English may be continued side by side with constant comparison. Such a course with competent instruction will give, it is believed, better results than if the whole time were devoted to the English.

For such elementary and comparative study no language can be better than the Latin. Its complete inflection and systematic syntax, introduce the student more intelligently into the mechanism of language. Its relation to the English in its vocabulary and idioms affords many obvious and interesting and instructive points of comparison. The cases and modes—especially the subjunctives, participles, and infinitives—are so different in their use from the English, that the various relations of direct and indirect objects, of cause, means, time, and place, of purpose, condition, concession, and other similar relations of sequence and dependence are more sure because more necessary to be noted than when writing or reading one's mother tongue, or any other language more closely resembling our own; and these clearer conceptions of logical and grammatical relations, the student will constantly transfer and apply to the analysis of the English. For a similar reason the translation of Latin would seem to be more profitable than of the modern languages. The arrangement and idioms of the Latin being so widely different from our own, the pupil, if required to translate into pure racy English, is thrown more upon his own resources, and receives that rhetorical discipline which comes from constant practice in English composition.

Such advantages do not result invariably and as a matter of course. Very many who are laboring at the Latin are not essentially advanced in the directions indicated, but the failure, in general, results from faulty methods. Perhaps brief suggestions may be of use on a few points which are often overlooked in our methods of study and instruction, though we cannot enter upon any illustrative details.

From the outset, the words of the two languages should be constantly compared. Special attention should be directed to our Latin derivatives. The variation from their primitives in form and signification may be noted, and, in some cases the various meanings and applications of the Latin word may be compared to advantage with those of its English counterpart. Such oral, instruction judiciously mingled with the drudgery of the paradigms, will be seen to aid in the acquirement of the inflections, and awaken a genuine interest in our English words. The same course of comparative study in the elements of syntax will insure most gratifying results in both English and Latin scholarship. As a class advances, the Latin idiom, as developed in longer and more complex sentences, should be laid side by side with the English expression, and clearer conceptions of both will be the result.

In translation, precision in the use of words should be a special object of discipline. A student often falters in translation, not from ignorance of the original, but from an inability to find the exact English equivalent. The class may be appealed to for suggestions, or the teacher may give several words or phrases from which the student may select, if possible, what seems to him an adequate translation. But the difficulty usually springs from a vague conception of the author's thought. In such cases the precise idea may be developed by explanation or paraphrase, and the translation deferred until the next recitation. Passages of special difficulty or unusual interest may profitably be assigned to a class for written translation, a part perhaps receiving instruction to adhere as closely to the original as the usages of good English will allow, while to the remainder, the utmost liberty in expression is given, provided only they be true to the ideas of their author. These exercises should in general be criticized and compared before the class.

The Latin poets, and English too, will be better appreciated if read in connection. Let reference be made to parallel passages in our English poets for study and comparison, that they may be read and criticized before the class on special assignment. Such an occasional exercise, or such a course of reading with needful direction from a competent teacher, will tend to cultivate the student's taste, develop his critical powers, and lead to rich and unfailing sources of literary enjoyment.

A single aspect of the study of Latin has been considered not as presenting the entire utility of classical studies, but because these special advantages are not often duly appreciated. Many of our boys study Latin in the high school or academy simply because it is an inevitable requirement for admission to college. When such is the highest aim of teacher and student, the minimum of culture will be secured in the process, and it will not be strange if students, when, for any reason their college aspirations are chilled, regard their classical acquirements as so much "useless lumber," which they would be most happy to dispose of at less than half the sum they receive for their dilapidated text-books.

The study of Latin in our lower schools has its value as an introduction to the more extended studies in Latin literature of our colleges; but it should not be forgotten, that the immediate benefits received in a judicious course of elementary classical study are also of great value.

Vague language not only indicates but produces vague thinking. These two indeed are practically inseparable. A critical culture in the use of language is one of the most imperative demands of the times. In such a course of training Latin may be an important auxiliary. For this reason, if for no other, it deserves a place among the studies of our public high schools and academies. M.

RESIDENT EDITOR'S DEPARTMENT.

APPOINTMENT OF COUNTY SUPERVISORS.

The publication of this number of the Journal has been delayed a few days that we might be able to give our readers the names of the County Supervisors of Schools. The following is the list as recommended by Superintendent Johnson, and nominated by the Governor to the Council:

Aroostook	William T. Sleeper	Sherman.
Androscoggin	Charles B. Stetson	Lewiston.
Cumberland	J. B. Webb	Gorham
Franklin	A. H. Abbott	Farmington.
Hancock	Charles J. Abbott	Castine.
Kennebec	William H. Bigelow	Clinton.
Knox	A. R. Abbott	Rockland.
Lincoln	David S. Glidden	Newcastle.
Oxford	N. T. True	Bethel.
Piscataquis	W. S Knowlton	Monson.
Penobscot	S. A. Plummer	Dexter.
Sagadahoc	D. F. Potter	Topsham.
Somerset	G. W. Hathaway	Skowhegan.
Waldo	N. A. Luce	Freedom.
Washington	William J. Corthell	Calais.
York	Charles H. Milliken	Saco.

We think we are justified in saying that Mr. Johnson has brought to his aid a strong board of assistants. They are men who have made their mark by their interest in education, and by their labors in behalf of the improvement of the schools in those portions of the State where they reside. A majority of them have seen many years of experience as teachers and as superintending school committees. They are, therefore, just the men to do the great work of supervision now needed in our State. We are very much mistaken if the year of grace one thousand eight hundred and sixty-nine does not prove an auspicious year for the cause of education in the Pine Tree State. There are in the service a superintendent and sixteen county supervisors, to examine the common school field, advise with and encourage teachers, arouse the people, gather information, and to set the ball in motion generally. We think the superintendent will soon be in possession of material for an exhibit of the status of our schools such as he has never before had within his reach. We trust the people and the teachers will do all in their power to coöperate with him and the supervisors. Institutes are soon to be provided for, and teachers who fail to attend them will certainly omit a golden opportunity for improvement, and for increasing their compensation and comfort. The teachers of Maine owe it to themselves, and to the good cause in which they labor, to show their appreciation of the great advance in school legislation made last winter. That legislation will be productive of great progress if we choose to make it so. Now for work.

EDUCATIONAL INTELLIGENCE.

MAINE.—The trustees of Houlton Academy have resolved to erect a new academy building on the site of the old one, the coming season. At a recent meeting of the trustees, the design of a very beautiful edifice, drawn by Mr. Harding, architect, of Portland, was adopted. The building is to be two stories high, surmounted with a French roof and elegant bell-tower.

In *Portland* the Catholics prefer to instruct their girls in Catholic schools. The effect of this upon the public schools in respect to numbers is well shown by the following fact. Since Sept., 1867, there have been entered upon the register of the North School, the names of eighteen hundred and fifty-seven pupils, of whom but six hundred and ninety-three are girls. There are probably quite as many girls as boys in the district, but the Catholic girls nearly all attend a Catholic school.

Commencement at Bates College will occur hereafter on the last Wednesday in June.

Ladies have been elected on the board of school committees in Perry, Lowell, and in one or two other places in this State.

We hear that Mr. Lawrence, principal of the high school in Gardiner, has resigned his position.

Candidates for the cadetship at the Military Academy at West Point, from the Third Congressional District, are to be examined at Colby University, Waterville, by the faculty of that institution ; and the successful candidate will receive the appointment from the representative from that district.

Rev. Jos. B. Crawford, for several years principal of the seminary at Bucksport, died recently at the age of forty years.

Superintendent *Johnson* has issued a circular to school committees, calling their attention to the recent school legislation, and asking their coöperation in carrying out the same.

NEW HAMPSHIRE.—Dartmouth College has been remembered by Senator Grimes of Iowa, of the class of 1836, who has given the institution $5000 for prizes and scholarships. The interest of $1000 is to be given every year to the student making the greatest improvement in English Composition. A lectureship on History has also been established, and is to be filled by Rev. John Lord, the well-known lecturer on that branch. The lectures are to be free to all the students.

Jos. K. Chickering, a graduate of the Portland high school in 1864, recently received one of the Hardy prizes at Amherst College for excellence in extemporaneous speaking.

VERMONT.—Glenwood Seminary, in West Brattleboro', underwent an entire change of management at the commencement of the present school year, and secured for its principal Mr. William Kinne, a graduate of Yale, a tutor in that college for two years, and afterwards, for about twelve years, principal of the high school of New Haven.

Thetford Academy will, next autumn, complete the fiftieth year of its corporate existence. It has occupied a prominent place among similar institutes, at one time numbering more than 250 pupils. David Turner, jr., A. M., a graduate of Dartmouth in 1841, will become principal in the early autumn.

MASSACHUSETTS.—Boston is to have a new building for its girls' high school, to cost $170,000.

Massachusetts has at last abolished the district school system. The act abolishing the system requires the towns where it now exists to take possession forthwith of all the school-houses, land, apparatus, and other property, owned and used by these districts, to appraise the property so taken, levy a tax therefor, and remit the amount to the tax-payers of the respective districts.

At a joint meeting of the classes of the Massachusetts Agricultural College, held on Tuesday evening, "green and white" were adopted as the "college colors."

In the town of Haverhill, one third of all the money raised for town purposes is for public schools.

A town in Essex county, which ten years ago used to raise $5,500 for public schools, has this year raised $16,500, besides paying the salary of Superintendent, incidental expenses, and the cost of three new first class school-houses.

MINNESOTA.—Hon. Mark H. Dunnell has been re-appointed State Superintendent of Public Instruction for another term of two years.

BOOK TABLE.

ADVENTURES IN THE WILDERNESS; or, Camp-life in the Adirondacks. By Wm. H. H. Murray. Boston: Fields, Osgood & Co. Portland, Hall L. Davis.

The author of this book is the new pastor of the Park Street Church, Boston; who here gives an account of summer vacation rambles in the virgin wilderness of the Adirondack region between Lake Champlain and the St. Lawrence River. Without exception, it is one of the most delightful books of summer rambles we have ever read. It is positively as good as a week's vacation. You cannot help feeling that you are sharing with the writer the wild delights of the woods, and of fishing, shooting, boating, and the various incidents of camp-life in the wilderness, entirely removed from the haunts of men. And there are times when you must laugh; for Mr. Murray's description of ludicrous incidents is wholly irresistible. We recommend our readers to get the book and read it. Perhaps they will spend their next vacation in "camping out." There is no class of persons who need the recreation of a vacation thus spent, more than the care-worn teacher.

ARTHUR'S CHILDRENS' HOUR, AND ONCE A MONTH for May are good numbers. The publishers of Once a Month offer to send the first six months' numbers for 1869 (from January to June), for *fifty cents*, in order to let the people see the Magazine and become acquainted with the rare excellence of its reading matter.

Doctor Hamlin, a Maine writer, has an excellent article in *Lippincott's Magazine* for *May* on Salmon Fishing in Maine.

THE GALAXY for *May* has an article by *Richard Grant White*, on English Dictionaries, which is rather caustic. His articles on words and their uses are to be published in book form.

THE FIRST SIX BOOKS OF HOMER'S ILIAD; with explanatory notes. By James R. Boise, Professor of Greek in Chicago University. Chicago: S. C. Griggs & Co.

Prof. Boise is well known to teachers by his previous labors in classical editorship; and this book will increase his reputation. In a volume of moderate size he has given a neat and well-punctuated text which is followed by notes and explanations, and references to several of the Greek Grammars now most in use.

The notes are judicious and bear ample evidence of large and exact scholarship; and the references will compel the student at every step to consult and make thorough use of his grammar. Teachers will surely welcome this edition of the "blind old bard of Scio" as a new auxiliary in Greek instruction. The style of the work is highly creditable to the publishing house whose enterprise is so well known throughout the West.

THE WONDERS OF OPTICS. By F. Marion. THUNDER AND LIGHTNING. By W. de Fonville. New York: Chas. Scribner & Co. Portland: Loring, Short & Harmon.

These two volumes are the first instalment of Mr. Scribner's *Illustrated Library of Wonders;* and they are very attractive books. They contain a vast amount of information upon Optics and Electricity, presented in a very popular and attractive form, and are very copiously illustrated. The numerous incidents and phenomena, ancient and modern, of thunder-storms, and the experiments and tricks mentioned and explained in the science of light, will be very acceptable reading to the young folks, and to the old folks also; which two facts are a high recommendation to any book.

Since writing the above, we have received the *third* volume of this series, entitled THE PHENOMENA AND LAWS OF HEAT. By Achille Cazin. It comes fully up to the other two volumes in merit, and perhaps in scientific interest may, in the estimation of some, surpass it. The new theories of heat are introduced; the relations of heat to the earth and climate are fully set forth, and a large amount of practical information and numerous useful hints are given; and yet the whole work, like the two preceding volumes, is entirely popular in its character, and free from scientific details and dryness. This volume contains nearly one hundred illustrations.

THE LITERARY BULLETIN, and Monthly Record of Current Literature, published by *Loring, Short & Harmon* of Portland, is a very useful publication, containing a complete list of new books published, American and Foreign, publisher's announcements, contents of the magazines, etc., etc.

SEARING'S VIRGIL. Specimen pages of this work received, foreshadow a good book soon to be issued.

The last number of Littell's LIVING AGE, contains an excellent article on *English Hymns since the Reformation*, and other good articles.

ANATOMY AND PHYSIOLOGY. By Henry Hartshorne. Philadelphia: Henry C. Lea.

This work, intended more particularly for medical students, will also be a useful work for teachers.

THE EDUCATIONAL GAZETTE for April, published by C. H. Turner & Co. Philadelphia, fully sustains the reputation of the first number.

TAGGARD & THOMPSON, Boston, have published a new edition of Worcester's *General History*, with a sketch of the late Rebellion.

The National Publishing Company of Philadelphia, are soon to publish a *Life of Jefferson Davis* with a *Secret History of the Southern Confederacy*, by Edward A. Pollard. As Mr. Pollard was behind the scenes we may expect some rich revelations; and a juicy book will evidently be furnished.

TEACHERS, AND TEACHERS' PLACES.

The undersigned are a permanent committee of the Maine Educational Association, on Teachers and Teachers' places. The object of the committee is to put persons in want of teachers, and teachers in want of situations, in communication. Applications may be made to either member of the committee. Teachers should state what kind of schools they wish for; about what compensation they expect; what branches they are willing to teach; how much experience they have had. Those in want of teachers should specify the grade and character of their schools, and the length of the same; what compensation they can offer, and any other particulars important for applicants to know. Applications of either kind in the hands of the committee, not referred to other parties, on the 20th of each month, will be forwarded to the chairman, at Portland, and be numbered and published in the next number of this Journal. Persons wishing information in regard to such applications should specify the number. As the committee perform this service without pay they expect all applicants, who wish for an answer, to inclose a postage stamp: and they will not feel themselves bound to answer any communication which comes to them without such stamp.

A. E. CHASE, Chairman, Portland. J. P. GROSS, Brunswick.
C. C. ROUNDS, Farmington. G. T. FLETCHER, Castine.
N. T. TRUE, Bethel.

TEACHERS WANTING SITUATIONS.

LADIES.

No. 8. Has taught nine years in Academy, and district schools. Would like an Academy or High School. Can teach French, Latin, and English.

No. 11. Graduated at Bates College, Seminary Department. Can teach English, French, and Drawing. Has taught sixteen terms. Wishes for High School or Academy.

No. 12. Graduated at Kent's Hill Female College. Can teach Latin, German, French, Mathematics, and Sciences. Has taught four years. Wishes for High School, Academy, or Select School.

No. 20. Has taught twenty-one terms district school. Desires permanent situation if possible in a graded school.

No. 21. Has taught two terms of a district school and five terms in a graded school. Desires a permanent situation in some *Western* State.

No. 24. Graduated at Farmington Normal School, 1867. Would prefer an assistant's place in an academy or high school, where a little time could be found for higher branches, but would take charge of a graded school. Has had experience in district schools.

GENTLEMEN.

No. 13. Has taught fifteen years. Fully capable of taking charge of Grammar, or the English department of a High School. Educated at Maine Wesleyan Seminary.

No. 14. Has had eighteen years' experience in Grammar Schools. Desires permanent situation in a Grammar School.

No. 15. Has taught seven terms in common schools; one year in a Grammar School. Can teach French, Latin, and English. Desires situation in an Academy, High, or Grammar School.

No. 16. Has a good English education. Wishes to obtain a situation in an Academy or High School as an assistant, where a knowledge of the Classics may be obtained. Wages, aside from board, not of importance.

No. 17. Educated at Maine State Seminary. Has taught Grammar and District Schools. Wishes situation as assistant in High School or a Grammar School.

No. 18. Has taught ten schools. Can teach English, Latin, and Greek. Wishes employment for the summer. Wages $60 per month and board.

No. 19. Wishes first class High School. Has had ample experience in Massachusetts.

No. 22. Wishes situation as principal of a high school, or would take private students in the languages. Is fully capable to fill the situation. Salary from $1800 upward.

No. 23. Graduated at Bowdoin. Has had experience as principal of graded schools West, and district schools East. Prefers to teach in this State permanently. Desires a high school for this fall.

CLUBBING WITH MAGAZINES.

We will supply either of the following Periodicals or Books and the Journal of Education one year, for payment strictly in advance one year, for the sums named:

$10.50. *Webster's Illustrated Unabridged Dictionary.*
$8.50. *Littell's Living Age.*
$6.00. *Webster's National Pictorial Dictionary.*
$5.50. *The Nation, Every Saturday, Eclectic Magazine*, or *Round Table.*
$4.75. *Atlantic Monthly, Frank Leslie's Illustrated News, Harpers' New Monthly, Harpers' Weekly, Ladies' Bazaar*, or *The Chimney Corner.*
$4.00. *Godey's Lady's Book, The Scientific American, The Congregationalist.*
$4.50. *The American Naturalist.*
$4.83. *The Appleton's Journal.*
$3.50. *Phrenological Journal, and Life Illustrated.*
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$2.50. *Arthur's Children's Hour.*

THE MAINE

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C. C. ROUNDS, Editor for June.

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ON TEACHING ARITHMETIC.

Hardly any subject connected with school work has been more fully discussed than that of teaching arithmetic. That more time is devoted to this study than can well be afforded, it is hard to deny; and yet the results attained are far from satisfactory. More can be accomplished in less time only by improved methods.

Arithmetic should be taught as a science first, leaving its various applications in commercial arithmetic for subsequent treatment. However true it may be that every science had its root in its corresponding art, as "knowledge must be possessed before it can be organized," in teaching we must make it our aim to give our pupils a firm grasp of scientific principles; and this once assured, but little difficulty will remain. When our course of instruction is decided by the scientific character rather than by the practical applications of the subject taught, the work is greatly simplified. Numbers are susceptible only of increase and decrease. Accepting for a definition of arithmetic the statement that it is the *calculus of numerical values*, we find the various operations of arithmetic reduced to these: to find the *sum* or *difference*, *product* or *quotient*, *power* or *root*, of numbers, entire and fractional. It is possible to add but two to these three pairs of operations, and these two are never involved in ordinary arithmetical calculations. Purely arithmetical instruction, then, is confined to training the pupil to a perfect mastery, theoretical and practical, of these various operations as performed upon all classes of numbers. It should be especially borne in mind that the teacher's work is not done when the pupil thoroughly understands and can perfectly explain an operation; he must be able to perform it with the utmost correctness, ease, and speed. This end can be accomplished only by much practice in computation, and this practice should be carried on apart from the theoretical instruction. Ten or fifteen minutes of rapid work per day will suffice, and in most of this work the whole school should be the class.

This comprises all that is peculiar to arithmetic; but in arithmetic, as in other branches of the science which has for its end "to determine certain magnitudes from others by means of the precise relations existing between them," we have, in any problem, first to determine the relations between the given magnitudes; in other words, we must *form* the equation before we can *solve* it. And in written arithmetic, as in algebra, the equation should be formed and stated before commencing the calculation. This course should be pursued from an early period of instruction, all the operations being indicated in the exact logical order. In no other way have I ever succeeded in developing so much logical power in a class as in this. Much time, too, is thus saved.

A scholar will often spend an hour in "working out" an intricate problem, and find the result incorrect; a careful revision of the work shows no error; the teacher's aid is called in, and, after wading through a wilderness of figures, he discovers that the difficulty lies in a misunderstanding of some of the conditions of the question. Time and labor would have been saved by previously putting the question into equation.

This method is of not less value in facilitating class-work. In a few minutes, at the beginning of a recitation, it can be determined whether every member of the class understands the lesson, and difficulties can be rapidly cleared up when it is known just what they are. It is well to have much exercise in merely putting questions into equation, for the ability to discern the relations between the numbers in any given problem can be developed only by exercise; and unless the pupil possess this ability, his arithmetical education can be of but little practical use to him.

Especial attention should be paid to methods of proof. The pupil should be so trained in the application of tests and checks to his work, as to be perfectly sure that no error undetected remains in his computations.

When the work now indicated is thoroughly done, the difficulties in arithmetic are at an end; for the applications of the science in the various businesses of life will be nothing but a matter of the plainest common sense.

Throughout the whole course of instruction the teacher must never lose sight of those cardinal principles in education, to proceed from the simple to the complex, from the concrete to the abstract. Illustrative examples should be drawn from transactions, occurrences, phenomena, within the child's most familiar experience. In what I have said as to deferring the applications of arithmetic to practical business until the principles of the science are well understood throughout, I shall not, of course, be understood to exclude the consideration of such questions as these. And I would add, that in the above course I have presupposed such a knowledge of the simplest facts of the science as can be obtained from a good primary arithmetic. There are various well-constructed books of this kind, by the faithful use of which a good foundation can be laid, though the better way is to depend very largely upon oral teaching, in the earlier period of instruction, as well as throughout the course.

It is very desirable to cultivate the power of generalization as far as possible. The teacher should not fear to use letters as general representatives of quantity. Algebra is in part, in our day, what Newton held it to be entirely in his, *universal arithmetic*, and arithmetical instruction is much facilitated by calling to one's aid the simpler principles of algebraic notation and operation. Any bright scholar, who has done his work in arithmetic well, should be able to begin any ordinary algebra at about the middle.

Examples in arithmetic should be very largely of a different character. Instead of confining the pupil to the fluctuations in the prices of putty, he should be taught very much in regard to the quantitative relations which have been revealed by the long line of discoverers in every branch of physical science. These questions furnish just as good practice as any other, and the facts thus learned are of permanent value.

One thing more. The *use* of logarithms should be taught to classes in arithmetic. They would save much laborious computation in the business of life, and ability to use them can be very easily acquired. A four-figure table for practice can be printed on a card eight inches by ten inches, and would cost only a few cents. Will not some printer give us such a table? C. C. R.

SCHOOL SUPERVISION, NO. 2.

In a previous paper we have attempted to urge the necessity to the public schools of our State of a more careful local supervision, and to point out some of the qualifications that should be possessed by persons who undertake this work. The question has been asked: "What do you expect of them, suppose you can secure such persons as you demand for school supervisors or committees?" The question is a reasonable one, and we will endeavor in a measure to answer it.

1. We expect them to awaken an interest in schools in their particular localities,—to arouse the public sentiment in their favor,—to attract attention to them. The want of an active public sentiment in favor of our schools is painfully apparent on every page of the annual report of our present State Superintendant. How can our school boards remedy this? What can they do to attract in the public mind a reasonable attention to their schools? We suppose there may be over fifteen hundred members of school boards within our State, distributed in every town and city of the State. We may well ask in return, what can these men *not* do that they undertake in earnest and in concert, provided they are the men we need! Let them first wake up to their own duty,—to the demands of the interest which they undertake to supervise and conduct, and they will find the State responding to their wishes. That these men are not up to the demands of our common schools, there is needed no further argument to show if we consider the timorous school legislation of Maine for the past twenty years, if we consider the small amounts that have been appropriated by the legislature of this great State to advance its school interests,—interests that are more potent in determining its present and future welfare and greatness than any or all others.

It is humiliating to see the representatives of an intelligent commonwealth annually spending weeks in legislating for banks, railroads, fisheries, etc.; appropriating freely to ameliorate its material condition, but fearful to appropriate a day's time or a dollar of money to promote its public schools, an interest that underlies all the others, and is necessary to develop them all; giving readily, in legislating of crimes and criminals, time which should be devoted in aid of an intellectual and moral growth which would render crime in the State well-nigh impossible.

When our school boards, among whom are many of our legislators, and those who can control our legislators, come up to their duty, it will soon be apparent in our State legislation. The question will no longer be, *how little for our schools*, but *how much.*

2. Our committees should secure competent and efficient teachers, and raise the means to pay them liberally. I am aware that demand and supply usually determine price; but in work in which we take a deep interest, and especially where a pecuniary return is at stake, we select the best agent or the best workman, regardless of the cost. The question then is, *what can you do*, and *how can you do it*, and not *how cheap.* Why do we practice an inferior economy when employing those who are to train and educate our children? It is true, our system of district agents impedes progress in this direction; but who are more responsible for the continuance of this system than these fifteen hundred committee men?

3. Proper buildings, and suitable conveniences for their work, should be provided for teachers, and promptly provided. Some towns may not be able to furnish so liberally as others; but what can be procured should be furnished at once.

I have known a female teacher to work on for weeks with the *promise* of a black-board; another to suffer for days with broken glass; and many instances of teachers keeping scholars at work in borrowed books, cases of sheer neglect on the part of the school authorities. Not only do schools suffer immediately from such neglect, but oftentimes persons, who, under other circumstances, might become excellent teachers, in disgust with the occupation, resort to other work.

4. As soon as the schools under your jurisdiction commence, they should at once be properly classed; this will include the grading of them so far as it can be done, and the number of classes should be reduced to as few as practicable. This work should not be left to the

teachers, especially in the rural towns, where they are constantly changing. The new teacher should be promptly informed by the committee of their wishes in regard to every class, and of the disposition of every pupil as far as possible. If the committee have particular views of school discipline, this should be imparted to the teacher at once, and not subject him to the embarrassment of learning them after having adopted some other standard. The teacher should be looked upon as your workman, engaged upon the most delicate and priceless material that can be placed in his hands, and if this is fully realized, nothing that can be anticipated will be left to mere chance.

5. When your schools have been put into good running order, they are not, like your clock, to be expected to run a definite time without further care. If left so, surely, like your clock, they will soon *run down!* They must frequently be visited. This duty must be enjoined upon parents as well as upon the committee. Perhaps a particular school does not appear satisfactory. It should be visited the oftener, until you discover the defects and apply the remedy. Good schools may be left longer, but frequent visitation by the *proper persons* will not impair any school, while neglect is often ruinous to a good school. Visit at all hours of the day, and allow no phase of the school work to escape you. Rarely, if at all, allow special classes to be called; but require the work to proceed as usual, unless delayed or changed for a special purpose. Frankly, honestly, and kindly point out to the teacher *in private* every defect that can be remedied, and properly commend whatever deserves it. By thus visiting and comparing your various schools, and thereby allowing your teachers to do the same, if practicable, *under your direction*, imperfections may be remedied and successes imitated.

6. Your schools are often to be examined by classes and otherwise for promotion; scholars that have been neglectful of duty or careless in attendance, are to be reprimanded by the committee. The school and the teacher expect the committee on a certain day and at a certain hour for that purpose.

7. They should not be disappointed a single moment. All is expectation in that little world. The committee have promised to be in at a certain hour. But, alas! they do not come at all, or are an hour behind time. The effect of this delay is disastrous; it is demoralizing. No great after speeches can atone for it. A *word* only is

needed at the proper time, an untimely oration is a *bore*. A school officer always on time has an unbounded influence with teachers and pupils; one always behind time is soon despised.

In these and many other ways, a conscientious and active school officer may make himself useful to his schools. It will take his time and tax his patience, and he must expect this; but he may be sure the results of his labor will pay him largely in the present and in the future. If he has not the time for this work, then he is not the man for the place; but before relinquishing it, he should look the ground fairly over, and see where *duty* really lies. If he cannot see it his duty to look after the educational interests of the rising generation, then most probably it is not for him in that direction. His office would better be transferred to other hands, and he betake himself to his fields or his merchandise.

We do not design to deter any one fitted for the work from entering upon it; but we do desire to provoke those who have the work to do, to greater zeal and activity in it. The importance of better schools to the welfare of our State should so possess them, that they must feel constrained by patriotism as well as by humanity to give the cause their more earnest and persevering labor. THETA.

A PLEA FOR TEACHERS.

EDITORS OF THE JOURNAL :—I have been a subscriber to your journal for the last six months, and as my heart is with you in every effort to advance the cause of education, and as you have invited the teachers of Maine to aid you in sustaining the magazine, I beg the liberty of expressing some simple ideas, in a plain, simple manner.

I have for some years been a teacher in our common district schools, and I have felt the need of all the instruction I could get from educational works, to aid me in doing well my duty in the hardest place for a teacher, namely, a district school. I say the *hardest* place, for I really believe it to be so. Teachers in higher institutions, colleges, seminaries, academies, and high schools, have material to work upon which comes to them partly molded by some other hand; and theirs is the work to finish, to perfect, as it were. And although the finishing process may need a fine hand, yet those required to do the work are, as a general thing, thoroughly capable of performing it; are, in a word, master workmen. Now, on the other hand, look at the labor expected of the common-school teacher. Here is given the rude raw material to work upon, and it often requires a very fine perception to be able to distinguish the clay from the marble, and thus be able to work accordingly.

Then there are many ignorant and prejudiced people outside of the school-room, with whom we have to contend; and often it is our lot to fall under the jurisdiction of an egotistical and tyrannical committee, who wants everything done precisely in accordance with his views, when you are morally certain that your own are better; but, nevertheless, you must in a measure succumb, and are thus crippled in your efforts for a whole term.

Then, again, wages are insufficient,—and I was glad to see that subject touched upon in the April number of the JOURNAL. We often feel, that, with all our care and toil, we are not half paid for our services.

But to come right to the point for which I begun this article. Most of our teachers are young and inexperienced,—it must necessarily be so in the present state of affairs,—and we look to your journal for advice and aid. We want *practical* articles upon the best modes of governing, of teaching in the various branches, of miscellaneous exercises, etc., etc.; and we want them from the pens of those now engaged in the work, to make them telling and effective. It is with great modesty that I criticize your excellent magazine. Its writings are of a high order, and that is just the trouble, they touch matters beyond the province of the common-school teacher. The greater number of your subscribers *ought* to belong to that class, for they most need the advice which they might receive; and we who need the *most* get the *least*.

Bear with me while I illustrate. Just before I subscribed for your journal, I engaged a school of forty scholars. I knew the school to be a difficult one to manage. It was composed for the most part of young ladies and gentlemen nominally, and who, through the laxity of teachers, had become very impatient of restraint, evidently considering it no part of a teacher's business to correct or control them in any way. They were, on the whole, very well interested in their studies, but wanted to do everything after their own style, which I shouldn't have objected to in the least, provided I had been satisfied with said style. I could not complain of them to the committee, for I did not wish any of them expelled from school,—they were not positively *bad*, —and when I asked his advice in regard to discipline, he said, "You must follow your own judgment, Miss ———." Now if I had followed my *inclination*, I should have opened the door, and ejected some of them more forcibly than gracefully, provided I had had the strength; but judgment told me that would not be the best method. I said to myself, my JOURNAL will aid me; but in vain I looked in number after number for any advice upon discipline which met my case. So I toiled on unaided, except by my own "policy," which I flatter myself was equal to Andrew Johnson's, and had the satisfaction of gaining the respect of my pupils to a good degree, and the commendation of parents; but how much *better* might I have done, O JOURNAL, if you had but brought to me words of comfort and help.

Now, I say, let teachers write themselves, from their own personal experience (and in the January number the editor solicited such aid). Write good, practical, common-sense articles. Any teacher of ordinary abilities can write in an interesting and readable manner, and thus give the benefit of their experience and enthusiasm to others.

I bespeak for the JOURNAL the liberal patronage of teachers all over our State, and in return I ask the editors of that journal to devote a little more space to the benefit of the poor common-school teacher.

S. A. C.

OBJECT-LESSON.—(THIRD STEP.)

IN the third step, the children are led to consider objects in regard to the mutual dependence of their parts and qualities, in relation to the adaptation of their form, structure, and material, to their use, and in respect to their less obvious qualities. At this time, also, the children compare different objects, tracing their resemblances and differences; as an example of a lesson of the latter kind, we present one on the resemblances of two common liquids, milk and ink.

The teacher having provided herself with some milk and ink, asks what she has. The children will say she has milk and ink. She now asks the children to tell something they see about them. After they have given several qualities, it will be advisable, for the sake of clearness, that the teacher write under the headings "milk" and "ink," the properties of each, as follows:

Milk.	*Ink.*
White.	Black.
Opaque.	Opaque.
Wholesome.	Poisonous.
Liquid.	Liquid.

If the children do not notice the quality of opacity, the teacher may drop a penny, or other small object into the ink, and ask, "Where do you see the penny now?"

Children. We do not see it at all.

Teacher. Why?

Ch. Because it is in the ink.

Tr. What difference does that make; why can't you see it, if it is in the ink?

Ch. Because the ink is opaque. (The children will readily state that milk, also, is opaque.)

The words "wholesome" and "poisonous" will not be readily obtained from a class at first, although they will say very quickly that milk is good to drink and ink is not.

Tr. Because the milk is good to drink, we say it is what?

Ch. Healthy.

Tr. There is another word that we use that is better; do any of you know what it is?

If the children give no answer, or an incorrect one, the teacher tells them that we say milk is wholesome. After the children have used this term in reference to milk, they will quickly perceive the corresponding quality of ink, and use, in reference to it, the term *poisonous.*

When the children have named all the qualities of milk and ink which they can discover, and the teacher has written them on the board, she asks, pointing to the word "opaque," "What have you found of the milk?"

Ch. That it is opaque.

Tr. What have we found of the ink in this respect?

Ch. That it is opaque.

Tr. Then what have you found of milk and ink?

Ch. That they both are opaque.

Tr. If they are both opaque, then they are how in this respect?

Ch. Alike.

Tr. If they are alike in being opaque, then their being opaque is called a what of milk and ink?

If the children do not give the word *resemblance*, the teacher may give the term, being careful to question carefully upon its meaning immediately afterward.

Tr. What is a resemblance of milk and ink?

Ch. Their being opaque.

Tr. What have we found of milk and ink?

Ch. That they are both opaque.

Tr. State it in one sentence.

Ch. Milk and ink are opaque.

Tr. This is called a what of milk and ink?

Ch. A resemblance.

Tr. Now tell me what you have found of milk and ink, and what you call it?

Ch. Milk and ink are opaque; this is called a resemblance of milk and ink.

Tr. Look and see if you can find some other resemblance?

Ch. They are both liquid.

Tr. Why do you call this a resemblance?

Ch. Because milk and ink are alike in being liquid. (In the same manner proceed with other resemblances.)

Tr. (Pointing to the word "white.") What did we find of milk?

Ch. That it is white.

Tr. What about the ink in this respect?

Ch. It is not white; it is black.

Tr. Then what have you found of milk and ink here?

Ch. That milk is white, and ink is black.

Tr. Then milk and ink compare how in this respect?

Ch. They are different.

Tr. Because they are different in this respect, then, this is a what of milk and ink?

Ch. A difference.

It is unnecessary to proceed further in this questioning. The term "difference" is treated in a similar manner to the word resemblance.

The children may either make the statements wholly oral, or the teacher may write them on the board in a tabular form, as follows:

MILK AND INK.

Resemblances.	*Differences.*

The children should be required to state what they found of milk and ink with the objects removed, and the statements on the board erased.

The faculties most fully exercised in the above lesson are those of observation and comparison.

A REMINISCENCE.

Alone in his room sat a student one night,
Engaged in his reading by flickering light,—
The room, it was cold, carpetless, bare;
A table, a cot, and a rickety chair;
Few books, small fire, were the comforts he had,
And yet in his poverty the student was glad.
He knew he was young, was blessed with good health,
A blessing to him far better than wealth;
He had passed through the trial and taken his place
Along with his class-mates to run in the race.

And now hard at work in his comfortless room,
By the flickering light that threw shadows of gloom,
Regardless of cold, on his rickety chair
Sat the poor fellow. With hands in his hair
And elbows on table thus resting his head,
He pondered the lesson from the book which he read.
Thus silent he sat, when bang came a knock
Sufficient in strength to break off the lock.
Startled at first at the horrible din,
He paused for an instant, then said, "Come in."
Wide open the door on its hinges is flung,
Crashing back to the wall as thus it is flung,
Making an echo to the entering knock,
Thus introducing a Sophomore flock.

All blacked o'er their faces came the Sophomore pack;
Disguised like the cracksmen when cracking a crack;
Flocking into the room, they scatter about.
Ere the poor Freshman can make their aim out
They bind him and gag him and blindfold him too.
Thus captured and taken, oh, what can he do?

They take him and lift him and carry him away
In spite of his struggles, or aught he may say.
When out of the room their victim they've got,
They hasten away as if they were shot.
They twist and turn him around and around,
For the track that they take must never be found.

At last, to a room he finds himself taken,
Not very much hurt, but considerablyshaken.
The gags they take out, his hands are untied,
And then for some crime, perhaps, is he tried.
And thus they torment him, using all in their power
To prolong the great farce at least for an hour.
When again do they take him, and bear him once more,
Deposit him safely and open his door,
They bid him good night and a tender farewell,
Hoping that if asked he never will tell.

His hands are untied and thus is he free,
The bandage comes off,—oh, what does he see!
Can it possibly be that this is his room
Where an hour before he sat in chill gloom?
On the carpetless floor a carpet is spread,
In place of his cot stands a snug little bed.
His walls are adorned by picture and print,
And the glow of his fire throws a beautiful tint,
Reflected by curtains of white and bright red
Up on the ceiling over his head.

On the table he finds a letter directed
To himself, in a hand that can't be detected.
He is asked by the givers to accept of the things,—
And as for the thanks,—why, the pleasure it brings
Is enough for the frolicksome Sophomore boys,
Who wish him a life with all manner of joys.
This scene that I've given is not fancy act,
'Tis true, 'tis real, 'tis founded on fact;
No doubt those Sophs were oft in disgrace,
Yet their hearts, I trow, were in the right place.

G. F. R.

Life is far too short for any personto learn everything; but a well-educated person should not be *utterly ignorant* upon any topic, while of some one he should be a master. Hence some one has sententiously said, "A man, to be truly educated, should know *something* of everything, and *everything* of something."

THE RELATION OF THE HIGH SCHOOL TO THE GRAMMAR SCHOOL.

In a previous article, I have spoken of some changes in the course, of study for grammar schools which seems to me desirable.

Whether all agree with my suggestions fully, I think many will agree that some improvement upon a course of geography, grammar and arithmetic, reading, writing, and spelling simply, is possible. I think one obstacle in the way of the most desirable change in this respect is an incorrect appreciation of the true relation existing, or rather of the relation which should exist between the grammar and high school.

According to present theory and practice, the office of the grammar school is to fit pupils for the high school; and a standard of attainments necessary for admission to the high school having been adopted, the whole course of study in the grammar school is made to conform to that. This theory ignores the fact that by far the larger proportion of pupils finish their education in the grammar schools, or schools of that grade. Keeping this fact in view, we cannot avoid the conclusion that the better theory is, that the high school should be supplementary to the grammar school.

The *many* are educated in the grammar schools, and the course in those schools should be that best calculated to put our boys and girls in the position, mental and moral, for future self-development and education, so that they may become intelligent and virtuous fathers, mothers, and citizens. Having wisely determined this course, let the high school step in and supplement it for the *few* who can avail themselves of its privileges, to any desirable extent. Doubtless many will think these ends all met by present usages; I think, on the contrary, that present usages fall wofully short of them.

I think it would be difficult to devise a course of study less fitted to aid in future self-development, than one which includes only geography, grammar, arithmetic, reading, writing, and spelling. These, even though thoroughly mastered, leave the pupil ignorant of himself, physically and morally; ignorant of his own country's history and institutions; ignorant of the great world of nature which surrounds him. They have failed to inspire him with any enthusiasm which shall lead him into these uncultivated fields; they have failed to implant any moral sentiments, or any love for the True, Beautiful, or Good. They are foundation-stones, essential and indispensable, it is true, but there are other foundation-stones which cannot be omitted if we hope for security for the superstructure; an imperfect foundation cannot support a well-proportioned edifice. If the thousands whose school-days end with the grammar school must themselves build each his own temple, besides having assistance in laying the foundation-stones, they should also have, at least, such elementary principles of architecture, that their temples may be fitting temples for the worship of an indwelling God, and not ill-shaped structures, fit only for demoniac possession.

The sphere of the high school is to give the higher culture which the *few* only can or will seek; an ever-enlarging sphere, since the culture sought is constantly widening, and the numbers seeking it are steadily increasing, though for years to come, the *many* will graduate from the grammar schools, which will still maintain the claim to the title of the "people's university."

If the above theory of the respective offices of the grammar and high schools be correct, I think it would not be hard to show that the courses for these two grades of schools should be revised. I think a careful revision, in accordance with the theory, would place considerable of what now puzzles and torments pupils of the grammar schools in the high-school course, and considerable of what now interests the high-school boys and girls, together with, perhaps, some things now scarcely found in any course in the grammar-school course.

Some changes in the course for grammar schools I indicated last month, which I by no means claim as the best, but I do believe the general principles upon which those changes were urged are substantially correct.

We have had of late many "pleas for culture" from our ripest scholars; they have very generally dealt with the work of our colleges and universities. Scarcely too much can be said or done in that direction, and yet I doubt whether it will not be more fruitful labor to begin with our lower schools. I believe a much fuller and more symmetrical culture is entirely practicable in these schools, which, when gained, will in time stimulate a deeper love for higher attainments and a higher estimate thereof, under the stimulus of which sentiments the numbers seeking the higher institutions of learning

will be greatly augmented, and the "pleas for culture" will be heard, and a hearty and intelligent response be accorded to them.

G. C. W.

PROFESSIONAL TRAINING.

Among the things which have passed from the realms of doubt or ridicule into the category of established and immutable truths is the proposition that teaching is a science, and the teacher an artist. Over the growth and development of every plant and leaf and flower and fruit, of every organic body, animate or inanimate, in the whole material universe, God has thrown the regency of his own everlasting laws, saying to the inquiring soul of man everywhere, "See how they grow." And no sublimer discovery has rewarded the investigation of the ages than that the spirit itself of man, the subtle, wonderful, deathless *knowing and thinking powers* of the soul, are in the grasp of laws equally harmonious, changeless, and inexorable. If right culture gives strength and majesty to the tree, grace and beauty to the flower, symmetry, health, and power to the animal; while wrong treatment gives weakness, deformity, and disease,—as surely do the growths of the mind respond, in nature and value, to the kind of nurture which they receive. Go to the gardens, the orchards, and the herds of the wise and skillful, and then to those of the ignorant and slovenly, and see, contrast, reflect, and be convinced. Come with me to the school-rooms where Wisdom opens the beautiful gates of knowledge; one by one where charmed groups are led onward by gentle hands, and upward by the sure and easy gradients which God himself has hewn for young feet in their ascent toward himself; where, through outward forms of visible and tangible things, so full of interest and beauty, and so profusely strewn on every hand, the mind unconsciously rises to the upper level of conceptions and thoughts, to the grasp of ideas as well as of material things; where, all the way, the clear sunlight of appropriate, attainable, and definite knowledge beams steadily upon each day's lessons, and sweet, glad inspirations refresh the heart and make buoyant the steps, till the years of school life are ended, and the State receives back her children, keen, alert, observant, intelligent, knowing something of books, but more of things, joyous, in sympathy with the facts and problems of nature and of being, and ready for the battle of life. Come with me, again, to other school-rooms, where the cold sterilities of text-books are the alpha and omega of instruction,—to whose teachers the mental powers of the pupils are an unknown and inexplicable tangle, under no fixed laws of prior and sequential activity and growth, and hence to be plied at random with whatever comes first to hand, the simple or compound, the abstract or concrete, the objective or subjective alike, where perception, conception, reflection, imagination, and memory, and all their shining sisters of the mind are supposed to be of synchronou birth and development, growing simultaneously and *pari passu*, like the fingers and toes, and like them to be all, without distinction, forced into one mental glove or boot; where words, words, words are the stones fed to little ones starving for the living bread of things, facts, realities; where verbal definitions, utterly meaningless to those who repeat them, are substituted for the quick, clear, sharp, definite knowledge afforded by the eye, the ear, or the hand; where the weary hours of school life drag heavily and joylessly along, till the end comes, when they take their books home, and begin the active duties of life, for which they are but little better fitted than before.

Compare these schools, teachers, and results, and measure, if you can, the difference in the kind, amount, and value of the returns which they make to the State that provides for and fosters them all alike. I repeat, teaching is a science, and the teacher is an artist; and the more thoroughly the principles of that science are understood, and the skilful practice of that art is acquired, the better will be the quality of the work performed. If teaching is a science, its principles may be stated, defined, and mastered, the same as those of any other science; if it is also an art, skill, dexterity, and success may be attained in the practice of that art, the same as in any other. This is an obvious, common-sense view of the matter. If the premises are granted, the facts and results must necessarily be as stated above. And the premises cannot be denied; they have ceased to be challenged, throughout the educational world. It is utterly impossible to account for the rich and blessed fruits of the teaching in some schools, and the lamentable barrenness of that in others, except upon the hypothesis that teaching is a science to be learned, and an art to be acquired, and that in the former case the schools are taught by competent professional teachers, while in the latter case the teachers are ignorant both of the science and art pertaining to their profession. The two classes of schools which I have attempted to sketch are not the deductions of theory, or drawn by the imagination; the originals of the pictures, substantially, may be found in all portions of the State. At present there are fewer of the first class than of the second, but we hope for more and more of them.

Not that all teachers are capable of achieving equal success, even with the same advantages of professional training; that is impossible in any human pursuit. There are persons whom no amount or kind of training can make successful teachers, and who should therefore never seek to enter the profession. The number of such persons is, indeed, greater than is generally supposed. It is simply claimed that special preparation is as essential for the work of teaching, as for any other important and difficult human pursuit; and that such preparation will do as much for the educator as a like preparation will do for the member of any other profession; that no man is born a teacher, any more than a lawyer or an engineer; and that, other things being equal, he who, by careful study and special preparation, is master of the theory and art of teaching, will always and everywhere, and of logical necessity, be incomparably superior to him who has had no such advantages.—*Report of Hon. Newton Bateman.*

FIRESIDE INSTRUCTION.

It was said by Dr. N. T. True, at the last annual meeting of the Maine Educational Association, that if mothers would devote as much time to the home instruction of their children as they spend in getting them ready to go to school, the children, if not sent from home at all, would learn more than they now do by regular attendance upon school. This statement, strong as it is, cannot be far from the truth, limiting it, as the Doctor did, to children under eight or ten years of age.

Mothers, in the first place, make the best of teachers, when they recognize teaching to be a part of maternal duty, and devote themselves to it with an earnest heart and a steady purpose. All mothers should be first-class primary-school teachers.

In the second place, even the trifling amount of home instruction specified by Dr. True would often exceed the amount of instruction which small scholars receive in most of our schools during their session of six hours. Children under eight or ten years of age are indeed fortunate, if, with our present course of study and methods of teaching, they obtain, individually, more than twenty minutes of profitable instruction during the whole day. Very frequently, the direct personal instruction which each one receives, does not cover more than ten minutes.

In the third place, most children under eight or ten years learn next to nothing when they study by themselves. If they do accomplish anything in this way, it frequently happens that the unlearning of what they get wrong, will more than counterpoise what they get right. We are guilty, therefore, of a serious error, when we put text-books into the hands of such children, as we usually do, expecting them to make any satisfactory advancement by silent study in their seats. What a loss of time, and how cruel it is, to keep small children in the school-room five or six hours a day, compelling them to sit still, when the whole amount of profitable instruction can be put into twenty minutes! What a profligate squandering of human life and happiness!

Though in God's providence it is the chief business of young children to play and grow, it by no means follows that they should not be sent to school at an early age, if only the school is properly conducted. Healthy children may be safely sent to school as soon as they can fairly walk, if the school is rationally adapted to their age. Not only can they then be safely sent for five or six hours a day, but they can be sent with great profit. But if the school is conducted as most of the schools now are, whether public or private, there are very strong reasons why even the most hardy children, under eight or ten years, should be kept at home, especially if at home they can be kept under due restraint and there receive twenty or thirty minutes of suitable instruction each day.

This small amount of home instruction they should receive, even if they attend school. More will do no harm, but a vast deal of good. Those scholars who study at home, and especially those who there receive sympathetic, intelligent aid, show it in the easier and more rapid progress they make at school. This fireside instruction and fireside study should be encouraged by every teacher who would make his school the greatest possible success. He must not rely wholly upon his individual effort in the school-room, but should make it one of his first objects to secure the active home coöperation of all parents. And this coöperation, to some extent, can be secured in nine cases out of ten.

With many parents the first objection will be, that they cannot get the time, that they send their children to school to be instructed, which should be enough. Such must be made to feel that they commit a grave mistake by intrusting the education of their children wholly to the schools. Even if the schools were all what they should be, this would not be judicious. They should next be made to feel that they can do a vast deal for their children, if only they will do *a little every day*, and not attempt to do much by spasmodic effort, which is pretty certain to result in failure. And they should next be made to feel that, as nothing is of so great worth as the proper education of their children, nothing should be allowed precedence, and the little time required for the amount of home instruction which has been specified, should be taken in spite of everything else. The children had better suffer in many other ways than in loss of fireside instruction.

The second objection raised by parents will be, that they do not know how to teach their children. This will be, to some extent, a valid objection. It will not often be found, however, that both father and mother are incapable of imparting any degree of profitable instruction, where there is a will to instruct. If needful, the teacher should explain to parents what instruction is required, and how it may best be given. This need not consist of set lessons, which are so apt to prove irksome to children. The main business should be to wake up the minds of the children by pleasant ways of doing useful things, which may not always have a direct bearing upon school exercises. Spelling may be taught at the table, the names of familiar objects being taken for the exercise. During stormy weather, especially, children may make great progress in drawing and writing, if supplied with lead pencils and unprinted sheets of newspaper upon which they will write, trace pictures, and draw with the greatest zeal. The addition and multiplication of numbers can be readily taught at home, as any one sees. And of all places none is so good as the fireside for teaching children to read. The vocal art of reading is one of those things which can only be acquired by actual practice; silent study is of but little use. How pleasantly the evenings may be passed in reading aloud from the newspaper, from little books of history, travel, and other agreeable narration, the children, when old enough, alternating with the parents. And then more or less instruction may be given in all the natural sciences, many of whose facts and principles have such a charm for the childish mind. To secure such home instruction there is wanting, in most instances, nothing but the will on the part of the parents, and a little urging and direction on the part of the teachers.

The present cry, however, is against study out of school. The children, it is said, especially the children in our larger towns and cities, are overworked, even in the school-room. Now, it is quite doubtful whether careful examination would support the popular clamor. Suppose the schools are in session six hours a day, five days in the week, and forty weeks in the year; suppose the scholars are actually employed in intellectual exercises five honrs a day, that gives twenty-five hours for the week and one thousand hours for the year, a trifle more than one ninth part of the time. It is useless to talk about damaging the health of scholars, moderately robust, with that amount of intellectual labor. If the health of scholars is damaged, we must look elsewhere for the cause, and not forbid fireside instruction, nor, for the older children, fireside study.

C. B. STETSON.

DULL SCHOLARS.

The power to arouse and interest dull pupils is one of the tests of a successful teacher. On the whole, we think dull scholars have a hard time of it. It is bad enough to be dull; but that is no fault of theirs. They are too often neglected by teachers, and given over as unprofitable material to work upon. But a teacher can often show his power more on such pupils than on those who are naturally brilliant and smart. Those who are sluggish in youth often become most substantial and well-trained minds in after life.

At the office of the Massachusetts Teacher, in Boston, there are frequently informal discussions, on Saturday afternoons, upon various practical matters pertaining to the teacher's work. Below we give a sketch of one of those discussions, as reported in the *Teacher*, in which some very sensible ideas were advanced upon the subject at the head of this article.

Mr. Peabody, of Reading, in the chair.

SUBJECT FOR DISCUSSION: "*The best methods of teaching dull Scholars.*"

The discussion was opened by the chairman, who remarked that it was noticeable that boys who were dull in the school-room were, not unfrequently, most active when at work, or in the playground. Now, what is the difficulty? It is evidently not a lack of general ability or activity. It was a well-known fact that Dr. Franklin, during his early youth, was unable to accomplish anything in arithmetic, but conceived a violent dislike for that study. Afterwards he became quite proficient. The trouble in his case was not surely any want of capability. A prominent cause of these apparent inconsistencies was, he thought, false methods of instruction. Teachers too often create a disgust in the minds of their scholars by forcing them to study that for which they have no taste. He would say, let a child do at first that which he takes to readily, and let everything else go for the time. By this course, he thought the dormant powers of his mind would be after a while excited, and his whole intellect be at length harmoniously developed.

Mr. Chase, of Watertown, said that he had once a boy in his school whom the scholars generally called "pumpkin," on account of his dullness. He showed no love for study, and from his stupidity, was the general butt of the school. That boy is now cashier of one of the principal banks of New Hampshire, and thought to be the most skillful and accurate book-keeper in the State. The fact seemed to be that his powers were late in development. Mr. Chase thought that where school, scholars, and parents were all that they should be, the dullest scholar seldom failed to come up at last. The reason of his dullness is often a physical one,—he perhaps grows too fast. The teacher should use great skill and great care in dealing with such cases, or he may do irreparable injury. He must study each separate case, and deal with it individually on its own merits.

Mr. Littlefield, of Charlestown, said that teachers must be very careful not to let a scholar know that they think him a dunce. In teaching a class, he thought the best way to select the dullest ones and teach them. The smart ones will be sure to come along fast enough. He should say, notwithstanding the remarks by the chairman, that it was better to make a scholar study most what he liked least; he will thus, if the teacher is skillful, soon get over his dislike.

Mr. Russell, of Lowell, thought that the good reputation of our schools depends very much upon the way in which we treat dull scholars. He did not believe in taking extreme cases like Franklin. Most of such stories were false, and if true, they generally proved nothing. He also believed, with the last speaker, that a scholar should receive the most drill on that for which he has least talent. Those things to which he is naturally inclined will take care of themselves. He thought that the greatest defect in our system of teaching, and the one most effective in the production of dull scholars, lay in our primary schools. There was too much memorizing. This tends to prevent the natural action of the scholar's mind, by developing only one part of it. If less attention were paid to committing to memory, and more to developing what reasoning powers the pupils happen to possess, he thought far better results would be secured.

Mr. Thompson, of Arlington, remarked that we all *think* we can do something better than other men. Every dull boy, or nearly every one, has a peculiar faculty for doing something, and is conscious of it. He thought the happiest results were sometimes obtained by encouraging and making the most of his faculty. He once knew a boy who was very dull. It seemed nearly impossible for him to learn at all. It was discovered, however, that he excelled all his mates in climbing a rope. By being encouraged and commended for this, the boy acquired confidence, and really became quite a respectable scholar. Mr. T. also thought that it was an excellent plan to put dull scholars in a class by themselves. He had tried this with marked success. He thought that, by skillful management, nearly every dull scholar could be made a good one.

Mr. Wheeler, of Cambridge, did not believe that dull scholars could always, or nearly always, be converted into brilliant ones, however skillfully they might be managed. It is impossible to let each scholar follow his natural inclination in the choice of studies. Our school system will not allow it. He believed that nearly every scholar, if labor enough were expended upon him, might make a respectable musician. He did not think, however, that it was worth while to try to accomplish this. Nor did he believe it was advisable to try to bring every scholar, whatever his capacity, to the same point of advancement. The fact is, we must have brains to work with; and it is folly to expect to attain the same result without brains as with them.

Mr. Stone, of Boston (Chapman School), thought it would be pretty hard to devise any plan of education that teachers could find no fault with. No plan will work under our present system, or, indeed, any other, with perfect success. Some boys are by nature lazy and averse to exertion, and it is only seldom that their tendency in this respect can be overcome.

Mr. Chase, of Roxbury, said that God made a difference in different scholars. The difference must always exist. We cannot change the nature of scholars. We may, however, by skillful management, bring out qualities which would otherwise remain dormant. It was sheer nonsense to suppose that we could develop the peculiar talents of each scholar. Some may accomplish much work, or may have a faculty for selling goods, but neither could, perhaps, be brought out in school. Because boys afterwards prove to be smart in some directions does not by any means prove that they could, by any system of management, have been made good scholars. It is often the bracing effect of conflict with others that sharpens their faculties and renders them efficient. Bad scholars must not be neglected, but neither must good ones. The time of fifty-nine scholars should not be taken for the benefit of one bad one. We should take the average of our scholars, or perhaps a little above it, and work by that; not giving our attention wholly to the smartest or the dullest pupils. The chief difference with boys and girls, as well as with men, was, he believed, in moral power; the power of application. Industry will almost always accomplish the desired results, but some had not by nature the power of protracted application. In nearly every case, where a dull scholar becomes a smart one, we should find, on inquiry, that he possessed that moral power which caused him to perseveringly apply himself. It is but seldom that the most skilful teacher feels that he has made the whole class understand a difficult point. Some are not able to comprehend without more attention than, in justice to the others, he feels at liberty to bestow upon them.

Mr. Smith, of Dorchester, referring to the remarks of Mr. Chase, of Watertown, that dullness was sometimes owing to too rapid growth, said that he once had such a case. The boy's father insisted upon his going through college. The boy was anxious to please his father, and tried to exert himself. It was, however, impossible for him to accomplish much. The rapid growth of his body seemed entirely to dwarf and paralyze his mind. Just as his health began to fail, his father died, and left him free to follow his own inclinations. He immediately, by the advice of his physicians, went on a long voyage, and this was doubtless the means of saving both his intellect and his life. It is highly necessary that teachers should take such circumstances into account, and not require too much from such scholars.

Mr. Littlefield, of Charlestown, thought there was a strong temptation for teachers to neglect dull scholars. It is so much easier and pleasanter to teach those who are apt. This should, however, be carefully guarded against, or a great injustice will be done.

Mr. Brown, of Boston (Bowdoin School), thought that those who are considered the brightest scholars, were often not such in reality. He had concluded that those who talk best and understand best in recitation, were very often the most intellectual. Girls had not unfrequently said to him, "I enjoy the lession during recitation, and while you are talking, but when I get alone I cannot understand it." Such scholars who, he thought, comprise a large class, have not the power of abstraction, without which greatness is seldom attained. We all know that dull boys sometimes become first-class men, and vice versa. In such cases the former class have the most intellectual power. The fact is, they, from some cause or other, did not develop till late. Oftentimes their development might be hastened by skillful teaching. He thought very highly of the use of the blackboard in such instances. The reason could sometimes be developed through the senses, better than by a direct appeal. He thought it a promising sign that the blackboard was of late made, by common consent, a prominent instrument of instruction. He disbelieved in what was technically termed object-teaching, but would always, when practicable, illustrate every subject by diagrams and sensible objects. We should be careful not to attempt to teach abstractly till we are sure the scholars will bear it. The difficulty with what we term bright scholars, is often that they live too much within themselves, and are consequently unfitted to make their way in the world; to do which, it is necessary to direct the attention to matters external to themselves.

Mr. Gage, of Charlestown, spoke against giving too much attention to dull scholars, as we thereby do injustice to those of an opposite character. He once knew a boy who was very much injured by having his talent for drawing (about the only one he had) too much encouraged. He lost what little interest he ever possessed in his other studies. All these tendencies should be carefully considered by the teacher in the management of such cases.

RESIDENT EDITOR'S DEPARTMENT.

MEETING OF THE BOARD OF COUNTY SUPERVISORS.

The first meeting of this board of newly appointed officers was held at Augusta, May, 12, 13, and 14. The board proceeded to organization and preparation for work in good earnest. We are indebted to the Kennebec Journal and Superintendent Johnson for an outline of proceedings. The session was a busy one. The officers of this new branch of our educational service seem to enter into their work with ardor and enthusiasm, which augurs well for the wisdom of those who labored for the establishment of the board. This first meeting was held for mutual conference as to the line of work to be pursued. All the members were present with the exception of the supervisor from Washington county, who was engaged in school matters in his county, and Mr. Webb, of Cumberland, who was detained at home on account of death in his family. Dr. N. T. True, of Oxford, was chosen President of the board, and A. R. Abbott, of Knox, Vice President. Superintendent Johnson is by law Secretary *ex officio.* The plan of operations submitted by Superintendent Johnson was debated at length and with a good deal of ability, showing that the members of the board are alive to the importance of their work. The plan which was cordially approved and accepted, embraces, among other things, First, The wants of each county. Secondly. How can we best supply these wants? In answer to this question, it was decided that the supervisors coöperate with the superintending school committees, with teachers and parents. Thirdly. To what extent should the common-school studies be pursued in our schools? Fourthly. The best method of teaching spelling, writing, drawing, geography, history, arithmetic, and grammar. Fifthly. How shall we conduct our county institutes? A large amount of labor has been laid out for the ensuing summer and fall. As the supervisors will find it impossible to visit all the schools under their supervision during this time, they will make a list of the towns they can visit, and each school in these towns, however small, will receive critical and thorough examination. The remaining towns in each county will be reserved for the winter campaign or next summer. Previous to visiting towns, supervisors will notify teachers of their intention, and enlist their attention in the work of examination. The supervisor will meet teachers for consultation and instruction in school government, and public evening meetings will also be held, to which parents and all interested in education will be invited. It was thought best to use freely the columns of the public press in spreading before the public information on the subject of education in the State and school statistics. The supervisors will attend the county teachers' institutes, provided by act of last legislature, to be held in each county for ten days annually, the object of which is to aid teachers for a more successful discharge of their duties. The next session of the supervisors will be held for ten days at the State House during the second or third week of the session of the legislature. The following subjects were assigned to the supervisors for essays to be presented at that session: N. T. True, Natural History in common schools. A. H. Abbott, Discipline. C. B. Stetson, Drawing and Writing. C. J. Abbott, School Architecture. A. R. Abbott, Home coöperation. W. L. Knowlton, Public Teaching. S. A. Plummer, Study of Political Economy in common school. W. T. Sleeper, Moral instruction in the schoolroom. N. A. Luce, Text-books. C. H. Milliken, Order and school government. W. H. Bigelow, School inspection. D. S. Glidden, English Composition. W. G. Hathaway, the common school. D. F. Potter, School district system.

INSTRUCTIONS TO COUNTY SUPERVISORS.

Superintendent Johnson has issued the following circular for the guidance of the members of the Board:

AUGUSTA, May 15, 1869.

My Dear Sir,—In compliance with the expressed wishes of the Board of Education at its recent meeting in Augusta, and for a complete and uniform discharge of Supervisory duties throughout the State, I have the honor to respectfully submit the following directions and suggestions.

1st. *Preliminary.* Examine carefully the several requirements and provisions of the Legislative act by which the office of County Supervisorship was established. A copy of this act has been sent you in circular No. 3.

2d. *Preparatory.* Lay out your tour for visiting the several towns and districts in your department, while the schools are in session. Determine as nearly as possible the towns to be visited and time of visitation, notifying the town committee of the same.

If all the schools in the county cannot be visited in the same year, omit *towns* rather than *districts*, thus doing thorough work in each town. Make the required entries in "Visiting Book."

3d. *Inside work.* Visit schools in company with S. S. Committee. Ascertain from teacher the classification of the school, order and length of recitations, kinds of charts, apparatus, and text-books used, amount of truancy, and witness work of teacher in the regular and ordinary recitations. Take recitations into your own hands if desirable, to wake up pupils and to stimulate teachers. Make suggestions and improvements to teacher directly or to the committee, as may be deemed politic and prudent.

4th. *Outside work.* Hold a meeting of teachers, committees, and educators in every town visited some day or evening of the week to communicate instruction and improved methods of teaching, to ascertain difficulties in the way of success, and in general for mutual consultation in the interests of common schools.

5th. Meet the *people* as often as possible in different parts of the county, for plain talks on various school matters, according to the wants of particular localities, such as "Better and Larger School Houses," "Compulsory Attendance," "School District System," "Union of Districts," "Text-books," etc.

6th. Make frequent use of the county papers and the press generally. The press is most emphatically a *power* ready for every good work. A column of educational intelligence will indicate life in the educational body, and will exert a widespread influence through the community.

7th. Prepare fully for the annual county Teachers' Institute. Rouse teachers to an earnest desire for attending. Secure the required petition. Select place for holding the Institute. Provide accommodations for teachers; free for the ladies if possible, and, in general, arranging for and managing the Institute.

8th. Make quarterly returns of per diem and traveling expenses, and of the "Visiting Book." Make an annual report December 1, embracing at least the following points:

(*a*) A general review of work done during the year. (*b*) General condition of schools and school-houses, quality of instruction, educational interest among the people. (*c*) Of county institutes and teachers' meetings, if any have been held. (*d*) Defects of school system in Maine, and recommendations applying thereto.

The foregoing directions will indicate a plan of operations for the whole State. Teachers will be provided for the annual county institutes to be held between the first of August and the last of November. Supervisors will report at the earliest opportunity the most desirable time for holding the institute in their respective counties, that notices may be issued and arrangements made accordingly.

EXAMINATION QUESTIONS.

WE give below some test questions for the examination of classes in arithmetic, geography, and grammar. Teachers can use such questions without having them printed to be placed before the pupils. They may be written upon the blackboard in sight of the class; or may be given out by the teacher by dictation, to be written down by the pupils upon slates, or paper, one at a time, and then the answers can be written directly below. Such exercises can be conducted with very little trouble to the teacher, and they very soon show him whether his pupils are independent scholars and can do their own work.

ARITHMETIC.

1. What method of numeration do we adopt, and what is its peculiarity?

2. Of what use is the cipher, and why is it sometimes called the figure of place?

3. Give a definition of compound numbers. Show in what respect their addition, etc., differ from that of simple numbers.

4. How do we represent numbers less than a unit? What are such numbers called?

5. Give a definition of common division and least common multiple, and get the divisor and multiple of the following numbers: 12, 36, 72, 84.

6. Write out the explanation of the division of 2-3 by 4-7.

7. Divide 7.2 by .0012, and give a rule for division of decimals.

8. Give the table of avoirdupois weight; of cubic measure; of time.

9. Reduce 5 cwt., 1 qr., 20 lbs., 5 ozs. to ozs. What kind of reduction is this? Reduce 106,800 seconds to days. What kind of reduction is this?

10. Write seventy-five septillions, eight hundred sextillions, four quadrillions, seven hundred and fifty-six millions, two hundred and eighteen thousand, four hundred and twenty-four.

11. What is proportion? State the following example with rule and reason for your statement. If the C. class go over 49 pages of Arithmetic in 56 lessons, how many lessons will be required to finish the book, there being 80 pages.

12. What is a tax? a poll-tax? real estate? personal property? Per-

form the following example: The town of A—— is valued as follows: real estate, $1,814,225; personal property, $1,273,950; polls, 1,396, at $1.50 per poll; town is taxed $33,850.66. What would be the tax of an individual whose real estate is valued at $2,150; personal property $1500, pays for 1 poll?

13. Find the square root of 2025, and explain and prove by a figure.

14. What are duties? What is the specific duty on 60 pipes of molasses, at 10 cents per gallon; each pipe contains 120 gallons at $1.25 per gallon; leakage 3 per cent?

15. Give a rule for equation of payments and an example of your own.

16. How would you find what you must sell a certain article for, if you know the prime cost and the gain or loss per cent?

17. What is partnership? A dividend? Three men trade in company; A puts in $300, for 4 months; B puts in $500, for 3 months; C puts in $200, for 10 months; they gain $540. What is each man's share?

18. How do you find the average price of several articles, the quantity and price of each being given?

19. A man has tea at $1.15, $1.00, $1.20 per pound. If he wishes to make a mixture of the same to be worth $1.12 per pound, how many pounds of each may he take?

20. A school-room is 49 feet, 6 inches long, 48 feet wide, and 10 feet high. It contains 12 windows, 6 feet, 9 inches high, 3 feet, 10 inches wide; two doors, 7 feet, 10 inches high, 4 feet wide; mopboard, 10 inches wide. What would it cost to paper it, at 1 shilling per roll? What would be the cost of the paper, if 1 1-2 feet wide, 9 yards in a roll, at $1 per roll.

GEOGRAPHY.

1. Give a proof that the earth is round.
2. Bound N. America.
3. Name the two largest rivers in British America.
4. Name the capital of British America.
5. Bound Maine.
6. The Connecticut River touches what States?
7. Can you sail round the earth by steering north?
8. What is the hottest country in N. America?
9. Give the capitals of Rhode Island.
10. Mention two gulfs belonging to North America.
11. Mention countries of South America.
12. What are the highest mountains in the world?
13. Give three of the natural divisions of land.
14. Through what waters would you pass in going from Constantinople to St. Petersburg?

15. What is the shortest route from China to California?
16. What capital in South America on the equator?
17. What range of mountains separates Europe from Asia?
18. What countries border on the Arctic?
19. Name two branches of the Mediterranean.
20. Name the divisions of the Chinese Empire.

GRAMMAR.

1. Write the plural of knife, fife, house, mouse, ox, fox.
2. When is a verb passive?
3. How many tenses has the potential mode, and what are they?
4. When is a verb transitive?
5. Give the present perfect tense, potential mode, third person, singular number, of the verb, to study.
6. Give the rule which you use in passing the verb.
7. What is the difference between an adjective and an adverb?
8. How do you determine the person and number of a relative pronoun?
9. What is the use of the conjunction?
10. An energetic man will never despair of success. Analyze the sentence and parse each word.

SPELLING.

Put out the following words, to be spelled in writing, and see what per cent are correctly spelled:

Melancholy, Characteristics, Lachrymose, Mucilaginous, Catastrophe, Catechise, Penitential, Itinerary, Aborigines, Perspicuity, Paregoric, Cylinder, Reservoir, Prejudice, Forfeiture, Ceiling, Myrrh, Kerosene, Calker, Pleurisy.

STATE NORMAL SCHOOLS OF MAINE.

The State Normal Schools of our State have become fixed facts in our educational system. They are doing a good work. Educated teachers are in good demand, and we hope the prospective teachers of the State will avail themselves very largely of the advantages of these schools, and prepare themselves for the highest order of teaching, whether that teaching is to be done in the high or primary school. The Western school at Farmington is under the charge of Mr. C. C. Rounds; and Mr. G. T. Fletcher is at the head of the Eastern school at Castine. Each of these gentlemen is assisted by an able corps of assistants in the regular work of the school, and by special assistants in Music, Natural

History, Penmanship, and Physiology. The statistics of the schools, as gathered from the catalogues, just published, are as follows:

NUMBER OF PUPILS.

Farmington.

Fall Term	86
Winter Term	46
Spring Term	123
Total,	255

Different students during the year, 151.

Mr. Roliston Woodbury, one of the teachers of this school, has been invited to become principal of the high school, and superintendent of schools at Red Wing, Minnesota; but we understand he does not accept the position, for which we are very glad, for Maine needs all the good teachers we have at present, and many more besides. They would doubtless receive better compensation at the West, but there is a noble chance for them to do good here at home. We must look to the Normal Schools and Teachers' Institutes to give us more and better teachers. Farmington and Castine ought each to graduate fifty a year. But they cannot do it until public sentiment is improved. There is a "good time coming."

NUMBER OF PUPILS.

Castine.

Fall Term	51
Winter Term	62
Spring Term	81
Total	194

Different students during the year, 94.

The school at Castine closed its term May 26th. The following is the list of the graduates, with the subject of their themes :

Eliza C. Lufkin, Castine,—The Teacher's Work.
Carrie S. Jones, South Union,—Harmony in Nature and Arts.
Mary W. Lufkin, Castine,—The Power of the Press.
Mercie P. Shepardson, Brooksville,—Progress.
Nellie M. Stevens, Machias,—Acquisition of Knowledge.
Aggie Wood, Penobscot,—Life's Lessons.
Zilpha J. Williams, Islesboro,—Elements of National Greatness.
Poem—"Backward and Forward," by Nellie M. Stevens.
Valedictory, by Thomas N. Lord, Blue Hill.

The graduating class at Farmington numbers fifteen, we think, but we go to press too early to give the programme of their exercises which takes place June 2.

CARE OF SCHOOL-ROOMS.

The abuse of school property is often owing to the neglect of teachers in not enforcing a proper regard for such property. An experienced teacher (Entity) in this State, in speaking upon this subject, says:

"Many teachers neglect the school-room, and treat it as they would not think of treating any other place. I now allude to the habit of driving nails into the plastering of the school-room for the purpose of hanging wreaths, mottoes, and other objects of interest, on examination day and other public occasions. We have seen a beautiful and expensive school-room all blotched up with nail-holes before it was two years old. Now this is very wrong.

"Every school-room should have a series of hooks screwed into the studding all around it as high as the room will admit. This will cost but a few cents, as they may be obtained at any hardware store. These should remain permanent fixtures. Now if you want to put up a wreath, all that is necessary will be to fasten a bit of twine to it and the hook, at whatever height may be desired. A cord may be run from hook to hook on which anything can be suspended. School agents should see that these things are provided for every school-room in the building. Hooks should be provided for maps, charts, or pictures."

EDUCATIONAL INTELLIGENCE.

MAINE.—Kendall's Mills is to have a new building for a High School, and a system of graded schools.

President Chadbourne of the Wisconsin State University, formerly professor in Bowdoin College, has resigned his position.

The appropriation of $20,000 to the Maine State College of Agriculture and Mechanic Arts, made by the Legislature on condition that the town of Orono, where the institution is located, should grant certain lands to the college, will probably fail, as the citizens of Orono refuse to make the grant.

Mr. Clark, late of Union College, has become principal of Yarmouth Academy.

Governor Chamberlain has appointed Cyrus F. Brackett, Professor in Bowdoin College, State Assayer, in place of George L. Goodale.

Mr. Ashley St. Clair, the salutatorian of the graduating class in the Normal School at Farmington, has been appointed Principal of a grammar school at Calais.

MASSACHUSETTS.—The city of Fall River has established a school for factory children which is meeting with success. The method pursued takes one-quarter part of these children, between ten and fifteen years of age, every three months out of the mills, gives them three months' instruction, returns them to the mills, and then takes another quarter part, and so on, so that each set gets the time of schooling required by the law. The school is under the instruction of one master and three assistants, the latter females, and the scholars are classed as well as circumstances will permit. Instruction is given in reading, writing, drawing on blackboard, spelling, elementary arithmetic and geography, singing by rote, and simple in-door gymnastics. Their morals and manners receive very careful attention.

Boston is to have a school for *Deaf Mutes.*

The last annual report of the Boston School Committee, and of the Superintendent, Hon. John D. Philbrick, has just been published, and is a superb document. The schools are in excellent condition, and gaining steadily every year.

The New Bedford *Standard* says that if all school committees will follow the example of Boston, and transfer the spring holiday to the first of June, it will be much better for the little ones.

The Faculty at Waterville recommend Charles F. Dunn, of Litchfield, to be a cadet at West Point from the 3d district. There were eight competitors at the examination.

Augusta is to have a new High School building.

Charles W. Elliot has been elected President of Harvard College, and has accepted the office.

Well Done.—At a recent town meeting in *Beverly*, it was voted to add fifty per cent to the salary of the female teachers of that town.

It is quite a mite of consolation to the clamorers for woman's equal right with man in our colleges, to know that Amherst College has for a long time admitted the girls of the high school in that town to the lectures in chemistry and natural philosophy. Yale College used to do that thirty years ago.

CONNECTICUT.—The new Governor of the State, Mr. Jewell, in his inaugural; manifests a lively interest in education. The reopening of the Normal School, closed two years ago, is recommended, with the addition either there, or to the Scientific School, New Haven, of a Polytechnic Institute, for theoretical and practical instruction to young men who desire to become machinists, artisans, civil engineers, etc., "and to young women for the many practical arts in which they may become skilled.'

Special attention is called to the importance of furnishing to women such educational facilities as will better fit them for the industrial pursuits which the true progress of the times is opening to them.

MICHIGAN.—Prof. Watson, of the Michigan University, has made so many important discoveries that the *Kalamazoo Telegraph* suggests that his name be given to the system of Asteroids discovered by him. He has discovered eleven asteroids and two comets.

Rate Bills have been abolished in the State, and the schools are now wholly free.

MISCELLANEOUS.—An Iowa merchant has promised to give each of the ladies of a graduating class of a seminary the material for a calico dress, on condition that it shall be worn on Commencement day.

The Chicago University for Women, is to be opened this summer.

Texas has really no public schools.

Rev. Dr. John J. Owen, who died at New York recently, was the author of a commentary on the Gospels, and also of several Greek textbooks for schools and colleges. He had been long connected with the New York Free Academy, first as Professor, and lately as its President.

Lafayette College, in Pennsylvania, has just completed an endowment of $400,000.

A writer in *Vanity Fair*, London, who has visited this country, says there is wonderfully little slang current in good society here compared with what there is in England, while a good many familiar American phrases are worthy of adoption in the mother country, on account of their convenience and expressiveness.

A Scholar was asked, after various definitions had been given by others, mostly quite correct, what was meant by the verb to tantalize. He replied: "To ask a great many questions and then criticize the answers."

John Bright says that the school-books and apparatus used in New England are vastly superior to anything of the kind to be found in the schools of Great Britain.

National Teachers' Association.—The next annual meeting of this body will be held in the city of Trenton, N. J., on the 17th, 18th, 19th, and 20th days of August next. Arrangements are being made for the liberal entertainment of the members, so as to reduce the expenses of those who attend, to the smallest possible amount. Reduced fares will probably be secured over the principal railroads leading to the place of meeting. The National Association of School Superintendents and the National Normal School Association will hold their annual meetings on Monday and

Tuesday of the same week. The occurrence of these meetings in the same place will doubtless bring together a very large number of the leading educators of the country.

Good from Indiana.—The following is worth passing on; and we think it will meet the case of many teachers in *Maine:*

A teacher writes that he can "find nothing in Educational Journals, or in books on education, to meet his case." He says he has read much, and attended many institutes, and heard many lectures on education, yet feels a want. Before closing, he states that he hears *thirty-two* recitations per day.

We are not surprised that nothing is found to meet such a case. For ourselves, we will say that we are not aiming to have our Journal meet such cases, consequently the complainant need not look to it for relief. We have but one remedy for such a case, and that is short and comprehensive, namely, "*reconstruction.*" We therefore exhort our friend to reconstruct his school. Do this if you can within the pale of the constitution, but if not within, then without. At all hazards, reconstruct.

Classification is good, but it has its limit, and that limit should seldom if ever be beyond twelve recitations per day. Better hear pupils but half, or even one third the number of times, and give some solid instruction each time, than dissipate the day and the child's energies in mock recitations whose average length is less than ten minutes. Coercion is preferable to dissipation, hence let these and all such classes be condensed, even if need be, by coercion.

BOOK TABLE.

LESSONS IN ELEMENTARY CHEMISTRY, INORGANIC AND ORGANIC. By Henry G. Roscoe, F. R. S. London: Macmillan & Co. New York: Wm. Wood & Co.

CHEMISTRY FOR STUDENTS. By Alexander W. Williamson, F. R. S., F. C. S., etc., Prof. of Chemistry in University College. London: Clarendon Press, Oxford.

INTRODUCTION TO MODERN CHEMISTRY. By A. W. Hoffman, LL. D., F. R. S., Vice Pres. Chem. Society. London:

INTRODUCTION TO CHEMICAL PHILOSOPHY, ACCORDING TO THE MODERN THEORIES. By Rev. Adolphe C. Wurtz. Translated from the French by Wm. Crookes, Editor Chemical News. London.

A MANUAL OF INORGANIC CHEMISTRY. By Chas. W. Eliot, and Frank H. Storer, Profs. in Mass. Inst. of Technology. New York: Ivison, Phinney, Blakeman & Co.

The change which has been going on in the science of Chemistry for twenty-five years, has, at last, rendered it impossible to teach from the old manuals. Some of the best foreign treatises, and the best American ones for those desiring an acquaintance with the newest views, are named above. ROSCOE, is a marvel of condensation, one of the books which need to be tested in the class-room, to be fully appreciated. No class will be able to take it all, in the time usually devoted to the subject in our schools; but it is much better to select from a pretty full treatise than to delude the pupil by the use of a mere outline, into the belief that he knows *chemistry*, when he is just ready, at the close of his course, to begin it. It is not a work for little boys and girls, nor is the *science* of chemistry a study for pupils under seventeen or eighteen years of age.

I have used the book for two years, and shall continue to use it till I find some better books of chemical texts.

The portion devoted to Organic Chemistry is too full for the space. There is great need of a treatise on this branch of the science, written in accordance with the most recent views, better adapted to our schools than any that have yet appeared.

Some may object that it does not contain enough of chemical philosophy; but this deficiency can be supplied from Hoffman's INTRODUCTION, a classic if there ever was one.

Wurtz's INTRODUCTION covers more ground than Hoffman's, though a much smaller book. It is as condensed as Roscoe. No more authoritative expositions of chemical philosophy have appeared than these.

For those schools which are able to pursue the study, as it ought to be pursued, by a course of laboratory practice, each student being an experimenter and investigator, Eliot and Storer's MANUAL OF INORGANIC CHEMISTRY is, perhaps, the best book to be obtained. Every teacher should have it, whatever the text-book used in his class, as a guide in his experimental investigations.

Williamson's CHEMISTRY I should not recommend as a text-book, though a good book to have. Some portions are excellent. The chapter on *Iron* is superior to anything I have ever seen in an elementary book.

Teachers should have MILLER's and other complete treatises; but a notice of these does not come within the scope of my present purpose. C. C. R.

HILLARD'S PRIMER, edited in pronouncing orthography by Edwin Leigh.
HILLARD'S SECOND READER. By the same.

Mr. Leigh has shown himself a philanthropist and a benefactor of the "rising generation," in supplying a want which has been so long felt by all wide awake primary teachers. During the past fifteen years, several attempts have been made to teach reading and spelling in some way less laborious for the teacher, and less stupefying and discouraging to the pupil. Some of these have been excellent in theory, but have failed to become available in the school-room, from being impracticable in one, or many points. All have pointed toward a phonetic alphabet, and phonetic spelling, though our phonetic methods, hitherto proposed, have failed, in consequence of the difficulties attending the transition from the phonetic to the common type.

The word method has been quite generally used, as being far preferable to the old spelling method of teaching reading. But this method taxes the memory unduly, and gives no key by which the child can help himself.

Mr. Leigh has done the best and only thing that can be done, with our present established system of alphabet and spelling. He has carefully prepared a phonetic, or pronouncing alphabet, in which every sound of a letter is represented by a special form of it, and yet those are so similar to the common forms, as to be easily recognized by us, as we see them combined in words. In the words, he has happily conceived and carried out a plan by which he retains the ordinary spelling, those letters which are silent being printed in hair lines, thus avoiding confusion for the pupil, and rendering the transition to common print very easy.

Some of our best primary readers have been reprinted in the pronouncing type. The reader under examination is Hillard's, perhaps the best, as being peculiarly adapted to "object-lesson" teaching. There are many objections offered by those who know nothing of the plan practically, as to the difficulties that must arise in the transition to the common type, and in learning to spell. But after using them four months, and carrying pupils, one four and a half years old, not knowing the alphabet, through both books in that time, and after spending another month with these pupils, in reading the ordinary type, I feel prepared to say that the transition is perfectly pleasant and easy, and that I never before knew pupils to learn to spell so rapidly and accurately.

This method has been used in the Boston and St. Louis primary schools for one or two years with the most gratifying result.

It is to be hoped that Maine teachers will not be behind others in introducing this "golden era" in learning to read and spell. The only extra work, on the teachers' part, is to acquaint themselves with phonetic spelling, or spelling by sound. If they fail to do this, they fail to secure the key to success. K. N. R.

SEARING'S VIRGIL. The first six books of Virgil's Æneid, with explanatory notes, a lexicon, and map. By Edward Searing, Professor of Latin in Milton College, Wisconsin. New York: A. S. Barnes & Co. Boston: Woolworth, Ainsworth & Co.

There seems to be considerable activity in editing the Greek and Roman classics, some very fine school editions of several authors having been published during the past two years. This new issue of the standard Roman poet is worthy of especial notice in several respects. As a work of art it is the finest edition of Virgil ever issued from an American press. Printed upon delicately tinted paper, in fair, open, and clean-cut type, with a large number of first-class engravings and cuts to illustrate localities, mythological personages, names and customs, etc., it is really an ornament worthy of the choicest library, or of the center-table. It contains a life of Virgil, an excellent map, a metrical index, a carefully prepared Vocabulary, Dr. Taylor's Questions on the Æneid, a fac-simile page of one of the oldest manuscripts of Virgil in existence, and also notes upon the text with very judicious references to no less than four Latin Grammars. The notes are upon the same page with the text. Some teachers would prefer to have them by themselves at the close of the book; but that is somewhat a matter of taste. They have the merit of being given where the pupil needs them, and are concise, clear, and to the point. Mr. Searing has done his work well, and teachers ought to congratulate him upon furnishing so excellent and so attractive an edition of the Mantuan bard.

ELEMENTS OF LATIN GRAMMAR. By Albert Harkness. New York: D. Appleton & Co.

This manual contains substantially the main features of the author's larger grammar, without the unimportant matter that is only of occasional use. All the paradigms, rules, definitions, etc., are given in the same language and form as in the larger work, and the numbering of the articles is also the same, so that no separate references will be needed in editions of the Latin authors. For those whose course in Latin is not to be an extended one, this manual will possess the advantage of convenience over the larger grammar, as well as being less expensive. It has the same excellent characteristics as the fuller edition, and will, we have good reason to believe, be equally a favorite with teachers and students.

"ONCE A MONTH" for June completes the first six months' volume of that beautiful magazine. In noticing the May number we mentioned that the publishers had offered to send the first six months of this year for 50 cents, in order to let the people see how richly freighted it was with good reading. To this offer a wide response has, we learn, been made, and people everywhere are surprised at the amount and excellence of the literary feast set before them. The publishers, T. S. Arthur & Sons, of Philadelphia, continue their offer, and we advise all to avail of it. Such an opportunity for getting nearly 600 pages of the very best magazine reading to be found for the trifle of 50 cents, will hardly occur again.

THE ILLUSTRATED PHRENOLOGICAL JOURNAL for June, contains portraits and characters of James Harper; Sir John Young, Governor-General of Canada; Richard G. Pardee; R. A. Murray, the accountant; The Planchette Mystery; Quaker Music; Natives of Alaska, portraits; Great Men—Small Heads; Should Consumptives Marry? Obedience—its importance; Enduring or Enjoying Life; The Woman Question, etc. New volume begins with the next number. See our club list.

GODEY'S LADY'S BOOK still holds the premiership among ladies' magazines See our club list.

APPLETON'S JOURNAL is a new weekly quarto periodical of literature, science, and art, of 32 pages, well filled with articles of merit in the various departments. See our club list.

THE ECLECTIC MAGAZINE for June, published by E. R. Pelton, New York, has a very good table of contents, and a finely executed steel portrait of Alexander II. of Russia. The Eclectic always has the cream of literature.

LITTELL'S LIVING AGE for May 15, contains the very able Inaugural address of the historian Froude, now Rector of St. Andrew's University.

The Englishman on the Continent, in Lippincott for June, is a very racy article.

Charles Reade's story, *Put yourself in his Place*, is continued with interest in the *Galaxy* for *June*.

Olm Brothers, horticulturists, Springfield, Mass., send us a very attractive illustrated catalogue of plants, rustic baskets, etc.

A SMALLER HISTORY OF ROME. A SMALLER HISTORY OF GREECE. A SMALLER HISTORY OF ENGLAND. By William Smith, LL. D. New York: Harper & Brothers.

These are three choice little volumes for the student of history, and more especially for school use. The Greece and Rome are preferable in many respects to the larger editions by the same author. They are very fully illustrated, and written in an easy, familiar style. The volume upon England has equal merits.

THE MANUFACTURER AND BUILDER, a practical Journal of industrial progress, thirty-two large quarto pages monthly, well illustrated. $1.50 per year, published by Western & Co. New York. We have perused its pages with interest and profit, so much so that we want the back numbers. See our club list.

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THE MAINE

JOURNAL OF EDUCATION.

G. T. FLETCHER, Editor for July.

Vol. III. JULY, 1869. No. 7.

IN THE SCHOOL ROOM.

Many theories are offered to the people in these times, in regard to the best methods of teaching and governing school. Continued agitation of so important a subject cannot fail to evolve truth.

The wants of the inexperienced girl in her first district school, must, through the press, come before those veteran men and women who have had a life's experience in the school-room. The vagaries of unpractical men who deem law and penalty, in school management, out of place, and the class of writers and speakers who would teach "language without a master in six weeks," open a royal road to knowledge, and give wisdom without work, are not worthy of the attention of him, who, in earneat, has asked the question "what must I do in order to become a successful teacher?"

"Jack at all trades and good at none," is as true as it is old; the universal genius has not yet appeared, and will not, during the nineteenth century.

Young teacher, if you are determined to succeed, you must count the cost, and prepare to meet it.

By the closest study of books, nature, and character, prepare for the work.

Many teachers fail of success, because they enter upon their work with no proper appreciation of its magnitude.

The best material which God has made is placed in the hands of the teacher for moulding, consequently the best training possible is demanded.

Some choose teaching for a permanent employment, after a careful consideration of its importance and responsibility, and then fail of success because they neglect the *daily* study and thought which must be given to school work. The relation of the teacher to his profession and to society should be carefully considered. His own development and the welfare of the community demand that his influence be felt as that of an intelligent and active citizen. He must manifest a deep interest in the cause of education in his town and State, he must everywhere teach by precept and example, and yet the battle-field where his victories must be won is *in the school-room.*

All other places are second to this, here is the place of trial, here he must succeed or fail.

Then the vital question to the teacher is, "how shall I make my mark in the school-room?"

He must be determined to govern his school properly.

The machinery of government should be simple but strong; not recognized by its noise, but felt by its power.

The teacher should have such just views of the nature and design of government, and such a consciousness of his right and duty to govern, that his character and bearing shall be an effective appeal to the loyal, and protest against the rebellious.

Teachers must realize that school government is no mere appendage to instruction. It can hardly be said to be of secondary imporance.

Without submission to just laws society is an impossibility, and as the student is to be a citizen, it is of vital importance that he learn the lesson of obedience. When teachers will rise to the dignity of true manhood, their presence in the school-room, a nod or a glance, will generally be effective for discipline.

It is the moral courage and character which lie back of the teacher's words and deeds which give them power.

Let the teacher govern himself and give to his pupils constant employment.

The teacher should understand the nature of the mind and the individual characteristics of his pupils and their wants.

Knowledge of men, in general, must come through the study of men and books, information in regard to a particular school and its scholars, must be obtained by visiting the district, seeing and talking with parents and children.

The teacher must make the parents feel that his work is of the highest importance to the welfare of their children, and that its success depends largely upon their hearty coöperation.

If possible, the teacher should become acquainted with the inhabitants of his district before commencing his school; if this is impossible he should not allow a week of the term to pass before he visits his patrons.

People are liable to be suspicious of the character and motives of strangers, therefore the teacher should be known and recognized as a personal friend by his people and pupils.

He will thus enlarge the sphere of his influence, and his power of government will be sustained by those who know that whatever he does is for the good of their children; he will enter the school-room upon vantage ground.

The teacher should learn from the committee or agent, what books are used in the school, the number and advancement of classes.

He must show himself "master of the situation" by the readiness with which he organizes classes and assigns lessons, the first day. This advantage cannot be gained unless the teacher enters the school-room with a carefully arranged plan.

The teacher who attempts to organize school upon the basis of knowledge gained by questioning the pupils upon what they have done and what they desire to do, who hesitates in giving work, and allows embarrassing pauses to occur which mischievous scholars will fill, will find that the battle has gone against him, that a day has been worse than lost.

The teacher who has been thoroughly trained for his work, who has a matured plan for organizing and classifying his school, may enter the school-room with dignity, and that confidence in his ability to succeed, which is itself generally a warrant of success.

Now comes the teacher's daily work. *Each day* to him must be felt to be the most important day of his life.

A school cannot be "wound up" like a clock to run a week.

The teacher's influence must be felt *every hour*. Eternal vigilance and activity are the price of success.

The teacher must study many hours each day.

He must know much more than the text-book teaches and thoroughly learn every lesson which he assigns to his pupils.

He must be prepared to stand before his school a *live* teacher, demanding thorough recitations, and critical attention.

Text-books should seldom be used by teachers or pupils in class recitations. The teacher should be the first one at the school-room in the morning, and the last one to leave it at night.

He should be dignified and pleasant in all intercourse with his pupils.

He should teach by example and precept, promptness and order, and be a "book of good manners" to be known and read by all.

A teacher having a brain full of knowledge, a heart full of love to God and man, and a soul fired by enthusiasm, will be an energizing power in the school-room.

Fellow teachers, life is made up of battle-fields, we are ever engaged in a conflict against ignorance and wrong.

The fireside and the school-room are camps of instruction and drill, where miniature battles are fought, in which the soldiers are trained to conquer enemies, within and without, by actual practice.

Have we fully considered the responsibility resting upon us as leaders?

We are training men and women for life, yea, for immortality.

In the school-room remember this. While striving with your might to develop the God given power of intellect, which under the Creator, governs the world of mind and matter, forget not that the conscience must be enligetened and kept as sensitive to right, as the needle is to the polar influence.

In the school-room, by word and act, your influence will be felt upon those, who, in their turn, will influence generations to come.

From the book of Nature open before you, from Revelation placed upon your desk, learn of God.

Make your school-room a workshop, and yourself a "workman that needeth not to be ashamed."

Let all the power that is in you be developed for your noble profession, and with indomitable energy, and unwearying perseverance, you will succeed.

G. T. F.

EARNESTNESS IN TEACHING.

HAD I all possible means and appliances at my command, and were I at liberty to select from all these that one which, in my judgment, would be most likely to prove in the highest degree beneficial to the cause of popular education in Maine, I would place at the disposal of Mr. superintendent Johnson and his sixteen coadjutors, for every school district, and every grade of school thereinthroughout the State, an *earnest teacher*. Earnestness in the teacher is, if I do not greatly misjudge, the grand desideratum of the present hour. More needed is this than learning, though that may be, and oftentimes doubtless is, sadly deficient; more than experience, which is usually deemed, and justly too, so indispensable to large success; more than mental and professional training, however essential these may be considered; more than tact, or brilliant parts, or a commanding presence: indeed, it may not unfitly be called the crowning grace of the school-room, and necessary to the fullest development, the most successful working, and the happiest influence of all the rest.

No other man expects to get on successfully in the world without this quality: why should the teacher? What has produced those marvels of modern achievement, the photograph, the electro-telegraph, the sewing machine, the monitor, the Atlantic cable, the Pacific railroad, and a thousand other wonders, which, less startling and gigantic perhaps, are no less fraught with good will to men and glory to God? The men who have accomplished these things were simply *in earnest*. Intent on achieving something, and that something a definite thing, they toiled on, oftentimes amid obscurity and poverty and jeers and sneers, quietly indeed, but with an order, a zeal, a devotion, a perseverance, which no untoward circumstances whatever could quench.

Earnestness does not necessarily bluster, or make much noise of any kind. She is ardent, active, eager, hopeful, persevering, and sometimes even importunate; she also has singleness of heart and definiteness of purpose. The monitor was very unimposing in appearance and quiet in demeanor, but she was terribly in earnest: without any flourish of guns or banners she moved steadily on 'till she opened her broadsides on the infernal rebel craft in Hampton Roads, and sent her limping and howling back to her den. Grant, at Vicksburg and Petersburg, is a good illustration of what we mean by earnestness: the definitely formed purpose, the quiet, steady, unflinching pursuit, all backed by the unconquerable will, and the faith that knows no wavering.

Now this is just what we as teachers need above all things else, and what we too often totally lack. How shall we get it? In precisely the same way as we intelligently attain any object of desire or pursuit; by the wise adaptation of means to ends. A young man says,—I will be rich. This is with him a fixed purpose. What does he do? fold his arms and go to sleep, waiting for riches to come to him? Or does he gird himself for the task, and coin his very muscle and brain, not to say his soul, into gold?

Let me be understood as addressing my younger brothers and sisters of the profession. You have engaged to teach a school: it may be your first, or not. You naturally desire success, would secure the love of your pupils, the esteem of their parents, and above all, the approval of your own conscience. How shall it be done?

Now assuming that your motive is right; a desire, suppose, to be useful both to yourself and others, or to help yourself by helping others, and that you are honest, meaning to render a full equivalent of service for the compensation you are to receive, and to meet all the reasonable expectations of your employers, and assuming that you possess the requisite literary qualifications, have you a definitely formed idea of the thing you wish to do, and of the method or methods by which you purpose to do it? Unless you can answer these questions affirmatively, your efforts, however honest and sincere, will be likely to be ill-directed, and, like random shots, to hit anything but the mark.

Besides, without this definiteness of aim and method, all true earnestness is a simple impossibility; for these constitute the very basis on which it rests. As well might a man have hoped to get in earnest to extinguish the terrible conflagration in the city of Portland a few years since, by carrying water single-handed from Casco Bay, in a pint dipper and pouring its contents on the devouring flames, as for a teacher to expect to awaken the spirit of earnestness in his own heart without the solid foundation of a definite aim and method to stand upon. No sane person ever yet found himself thoroughly in earnest in the accomplishment of any work, unless he had at the same time, a reasonable expectation of success; but a reasonable expectation of success is wholly incompatible with indefiniteness of aim and method.

With this firm foundation, then, beneath your feet, you may, by taking the proper steps, hope to succeed in getting interested and in earnest in your work. In reading, spelling, grammar, arithmetic, or whatever you attempt to teach, you will have and keep before you a high, but definite, ideal of excellence, to which it will be yonr constant aim to conduct your charge; and the practical question ever recurring to our thoughts will be, How shall I accomplish it?

This question I would gladly assist you to answer, and will throw out a few hints which may prove serviceable to you in that direction.

First, let it be your aim by all proper means to interest your pupils in their various studies, to get them in earnest. Just in the degree, remember, that you fail in this, you will fail in every thing. But to get them interested you must be interested yourself; and you may generally expect to find your own interest the means of theirs. To get yourself thoroughly in earnest for the very highest attainments of which your pupils are capable, you must study. I repeat it with emphasis, YOU MUST STUDY; and that, too, the very lessons which you assign to them; and this must be done regularly, systematically, thoroughly. You may and ought to go beyond the limits of the lesson, and acquire all the collateral information that your time and means will allow; but of one thing fail not, and that is, to know through and through yourself the identical thing which you try to teach. Remember that *hearing* recitations is not *teaching*. There is two much of this kind of thing done already; and that is what is the trouble with so many of our schools; and I would whisper it lightly in Mr. Johnson's ears, that he may find right here a solution, to some extent at least, of that question that has puzzled him so much, What has so thinned the schools of Maine. Most boys and girls, however ignorant they may be of what they ought to know, have too much mother-wit to go to school willingly to be made parrots of.

If you find your scholars listless and inattentive to the reading lesson, for instance, you may be sure that they do not fully understand it, and that they are in need of your help. Your trumpet should give no uncertain sound in these matters. If the light that is in you be darkness, how great is that darkness! If a little one meets the words *sweet*, *sour*, *pretty*, *picture*, &c., in her reading-lesson, and should chance to be sufficiently in earnest to ask you what they mean, do you feel confident that you can shed any thing but darkness on the subject? Can you explain, illustrate, and define for your little inquirer without the use of terms which are quite as incomprehensible as the ones you are trying to make clear? Just here you will be most likely to fail: you will be constantly assuming, unconsciously perhaps, that your pupils know more than they really do, and will be continually throwing darkness instead of light on their pathway, by using terms which they do not at all comprehend, and which you might find yourself unable fully to explain without previous thought and study.

A case of recent occurrence very happily illustrates my point. An earnest teacher of my acquaintance was instructing a class in the Primary Geography, when the following colloquy occurred: *Teacher.* What is a plain? *Pupil* (a boy of nine summers, who has had good school advantages). A tract of land level, or nearly so: (a correct recitation of the words of the text-book). *Teacher.* Why is a certain portion of this village called the Plains? *Pupil.* Because the French people live there. You smile, perhaps, and think the urchin a simpleton; but not so, far from it. You will find a score of cases like this every day, if you will but seek for them. If you do not meet them at every turn, it is because of your false assumption, that children understand the majority of the common words they meet in the prosecution of their tasks. You must come down from your stilts, and put your mind and thoughts *in contact* with theirs. For most persons this is no easy task; and to be thoroughly convinced of this truth, you have only to make the experiment. No greater mistake was ever made, than that anybody can teach little children. On the contrary, to do this well requires the very highest order of talent, and the ripest experience.

So with every other branch of study taught in your school: if you would be in earnest and successful, you must know; and to know so as to impart with interest and clearness, and thus communicate your own warmth and zeal and intentness to the minds and hearts of your pupils, you must be yourself a thorough and hearty student. Set it down as an axiom, that you cannot impart to, or kindle in, another that love, or enthusiasm, or interest, of which you are not yourself the possessor. When water, breaking away from the law of universal gravitation, turns and flows uphill, you may expect to fire the soul of another with a heat and glow which are strangers to your own.

Again, if you would be an earnest teacher, you must have no hobbies, nor be a dealer in shams of any kind; and above all, you must not be a slave to a text-book. The text-book is to be your servant, and not you the servant of it. It is for your use, and you must know it well, especially the subjects on which it treats; but you must not be chained to it, nor limited by it. All these things will have a direct tendency to trammel and paralyze and kill the spirit of true earnestness.

Finally, if you would cultivate earnestness in teaching, you must have a high moral tone and aim. First see to it that your own moral habits are all right, and then "strike for God and your native land," or what is better still, for God and humanity. But here a wide field opens which I must not enter at present, for my paper is already quite too long.

J. H. H.

MINNESOTA AND MAINE..

THE WEST AND THE EAST IN RESPECT TO EDUCATION.

I have before me the annual reports of two State Superintendents of public instruction, the one, Hon. Mark H. Dunnell, of Minnesota, the other, Hon. Warren Johnson, of Maine. From associations both past and present, I feel a special interest in the contents of each of these documents. The outlook of these two representative men in education, differs very perceptibly. The one stands at the head of the educational army in a soverign State that has been one of the pillars of the Union, free and independent, reaching forth to form its part of the history and the character of our country, since the year 1820, through a period of about fifty years; the other himself born upon the soil of the Dirigo State, but now forming the central figure in the fight for the supremacy of intelligent American civilization in a youthful number of our sisterhood of States, one first clothed with the attribute of sovereignty only so short a time ago as the year 1858, as yet not having attained the age of twelve years. How widely different the condition and the characteristics of these two States! The one is quite full of memories of events connected with the trials of those who planted civilization upon these shores, and of still other scenes of hardship through which patriotism and valor "made way for liberty." It is rich in some of the best deeds of our nation's history, and in production of scholars, poets, and statesmen. The other is vigorous and ambitious, sowing the seeds of empire, and restlessly careering over the pathway toward the goal of influence among the sovereignties of our republic. The one took its rise, like the other States bordering on the Atlantic, out of a rebound from the effete dynasties and wicked religious oppressions of the people of the old world; and it has grown up with and helped to form the the character of what is now the United States of America. The other starts with an inheritance of transmitted loyalty to American ideas; and, in a large sense, begins the race full abreast of her older and honored sister. In the younger are the sources of the main artery of the nation's agricultural productive life, upon whose waters must flow the cereals to feed the overcrowded kingdoms of Europe; in the older are some of the best undeveloped manufacturing resources which the country affords, while her harbors and her natural position are pointing her out as the well-nigh predestined arbiter of American commerce, if her people will that this shall be. And these are States fairly to be compared in respect to education. Maine is not the most delinquent, nor is she the most truly awake of the Atlantic States in her wise devotion to the promotion of her people's education; and Minnesota certainly will not consent to rank among the slowest, nor is she old enough as yet to rank among the most completely developed of the States of the West, in the same great field of labor.

I will now call attention to a few

COMPARATIVE STATISTICS,

and will afterward, if space will allow me to do so, speak of some matters of individual observation. The population of Maine is about 650,000, that of Minnesota, according to the recent statement of her Governor, 460,000; the number of children of the school-going age in Maine is 225,000, in Minnesota, 129,103, (decrease in the former during the past ten years of 20,000); persons attending school in Maine during the past year, 124,655 in winter, 111,552 in summer; in Minnesota, 81,696 (small decrease from preceding year in Maine, large increase in Minnesota); average wages of male teachers in Maine $29.50, in Minnesota $36.23; of females, in Maine $11.76, in

Minnesota $22.15. (Mr. Dunnell justly complains of these monthly salaries as being too low.) Running expenses of schools in Maine $734,293, in Minnesota $805,369.05; amount paid for school houses in Maine $272,774 ($125,000 on account of the great fire of July 4, 1866, in Portland), in Minnesota $288,687.37; length of schools in Maine 4.5 months, in Minnesota 6.38 months.

Mr. Johnson reports an increase over preceding years in non-attendance, calls attention to a prevailing state of apathy in respect to the common schools, and advocates a law to compel attendance, as follows:

"The present educational apathy is decidedly oppressive, like the quiet, short, still breathings preceding death."

And again —

"A sharp decisive blow with the legislative rod would smite to the opening of this rock of apathy, and out of it will gush new life. Compulsory attendance, I believe to be, if not the rod, an *approach* towards the rock, one of the conditions of deliverance. We need such a law."

On the other hand, Mr. Dunnell reports a decrease of seven per cent in non-attendance, says the statistics furnish "just grounds for congratulation," showing "that certain, and indeed no inconsiderable progress has been made during the past year," and adds —

"Compulsory laws can not secure school attendance, for they are at variance with the genius of our government. A correct public sentiment is far better. Indeed, a system of free education can not long exist without it. The public mind must fully appreciate the inestimable worth of general intelligence, that, knowledge is light and ignorance is darkness, that the former is improvident and the latter burdensome."

Maine has two State Normal Schools, both of which are well attended, well organized, well officered in the teaching department, though not well provided for in respect to building accommodations, apparatus, cabinets, libraries, and both lacking the right arm of normal instruction, model, and practice schools; Minnesota has two State Normal Schools in successful operation, well provided for in respect to an intelligent, interested board of oversight, and supported by a fund as unlikely to fail, as the magnificent school fund of the State. A third school is to go into operation in September of this year; and the buildings in progress of erection for the schools at Winona and Mankato (especially the former) are models of elegance and convenience. But accumulating manuscript warns me that I must not dwell longer upon this accumulation of comparative facts. They speak for themselves, and will undoubtedly suggest to the minds of some who give them thought, such reflections as may be profitable and instructive to them, and through them, to others. I ask attention a little further to some

LESSONS OF PERSONAL OBSERVATION.

The West feels that she must work, and work rapidly, vigorously, and with economical liberality, in the promotion of public education. Accordingly, she asks the sons of the East to bring to her all of the tried, proved, and attractive ideas in respect to school architecture, school organization, school supervision, school legislation, school management, and methods of instruction and discipline, which have accumulated there; and she begs all who come to dispense knowledge or in any way find employment as school workers among her people, to leave behind them forever all effete, crude, or impracticable experiments.

On the other hand, the best ideas of the East, those founded upon experience and sound psychological and physiological investigations and deductions, are often without honor at home. They knock for admission long and patiently, or perhaps, as if their kingdom were indeed of this world, fight for a foothold among the people whose most useful servants it is their desire to be. The people of the East naturally look with becoming pride upon the immense influence upon the destinies of the country, which has been the result of the founding and sustenance of their leading colleges and higher seminaries of learning; and it is but too true, that in the application of the best results of this culture to the practical wants of the people in their common schools, they have been almost stubbornly and strangely slow and derelict.

And this principle runs through every thing which pertains to education in the public schools, West and East. A few families move on to the frontier, take advantage of the laws favorable to original settlers, find themselves without the social privileges to which they have been accustomed, realize, that without schools their children must grow up in ignorance; that only the concomitants of good society will bring to them the solid people of the older civilization: realize, too, that the increase in value of their landed property, and their only hope of rise to a position of influence and prosperity, are dependent upon the adoption and pursuit of a liberal policy in regard to public education. Enough of the low, ignorant, and vicious come among them, to apprise them that to be uneducated, is to be poor, miserable, and unsafe. And in a very short time, in this community, poor in this world's goods, but rich in faith, rises a well-proportioned, thoroughly furnished school edifice. And no sooner have they made this investment, than they begin to reap the rewards of their foresight and their faith. Property rises in value. A new and better class of citizens is attracted to the new settlement; it becomes a "point;" it is a nucleus of power, and begins rapidly to take to itself all the characteristics of a permanent and lovable home. And when the new school-house has thus arisen, the same enterprising community which erected it, will seek out for it a person or persons fitted to do good work in it. They ask, and are willing to pay, for skilled labor. They want no crude experimenting, but thoroughly digested and skillfully applied plans of organization and execution. The best that the market affords is none too good, and its price is paid without questions asked. But this is not all. Having put in charge one whom they believe well qualified to superintend the new school, they sustain him most admirably, until he proves incompetent: then they dispose of him instanter. A man who shows himself master of the situation, who can maintain the high rank to which it is their desire and purpose to promote him, will have *carte blanche* in the whole realm. He will not, provided he does not meddle with things that do not belong to school-teaching and management, provided that is, he exercises the discretion outside of the school-room which common sense enjoins, be molested in the carrying out of such designs as his knowledge and judgment recommend. He is regarded and treated as a thoroughly qualified teacher or superintendent, and given the liberty of a very free moral and educational agent.

And again, what is true of the superintendent of a class, a school, or a town or city, runs through the whole domain of school supervision. Thorough qualifications, practical skill, willingness to work, and sound discretion,—these will find a ready market at the West, and bring a good price. And when once placed in a position by the community, or the Board of education, then the person who is trained and skilled is left entirely free to carry on whatever he judges best. I should be glad to speak of special officers, as County Superintendents and District Trustees; how they do the work intrusted to them, and what that work is; and I should like to say something of the methods of instruction called for and pursued in the graded schools of our larger towns; but this I must not do in this article.

The readers of the JOURNAL have no need that I point out the fact, that in respect to some of the last mentioned characteristics of the West, in the matter of Education, there is a marked contrast to the East. The points of resemblance and contrast may be the subject of thought in every community where this paper is read; and may some good results follow! G. M. G.

SCHOOL DAYS TWENTY YEARS AGO.

I'VE wandered to the village, Tom;
  I've sat beneath the tree,
Upon the school-house play-ground
  Which sheltered you and me;
But none were left to greet me, Tom;
  And few were left to know,
That played with us upon the green,
  Some twenty years ago.

The grass is just as green, Tom;
  Bare-footed boys at play
Were sporting just as we did then,
  With spirits just as gay;
But the "master" sleeps upon the hill,
  Which, coated o'er with snow,
Afforded us a sliding place,
  Just twenty years ago.

The old school-house is altered now,
  The benches are replaced
By new ones, very like the same
  Our pen-knives had defaced;
But the same old bricks are in the wall,
  The bell swings to and fro,
Its music just the same, dear Tom,
  'Twas twenty years ago.

The boys were playing some old game,
  Beneath that same old tree;
I have forgot the name just now—
  You've played the same with me,

On that same spot; 'twas played with knives,
By throwing so, and so;
The leader had a task to do—
There, twenty years ago.

The river's running just as still;
The willows on its side
Are larger than they were, Tom;
The streams appear less wide—
But the grape-vine swing is ruined now,
Where once we played the beau,
And swung our sweat-hearts—"pretty girls"—
Just twenty years ago.

The spring that bubbled 'neath the hill,
Close by the spreading beech,
Is very low—'twas once so high
That we could almost reach;
And, kneeling down to get a drink,
Dear Tom, I started so,
To see how sadly I am changed
Since twenty years ago.

Near by the spring, upon an elm,
You know I cut your name,
Your sweet-heart's just beneath it, Tom,
And you did mine the same;
Some heartless wretch has peeled the bark,
'Twas dying sure but slow,
Just as that one whose name you cut,
Died twenty years ago.

My lids have long been dry, Tom,
But tears came in my eyes;
I thought of her I loved so well—
Those early broken ties;
I visited the old church-yard,
And took some flowers to strow
Upon the graves of those we loved,
Some twenty years ago.

Some in the church-yard laid,—
Some sleep beneath the sea;
But few are left of our old class,
Excepting you and me;
And when our time shall come, Tom,
And we are called to go,
I hope they'll lay us where we played,
Just twenty years ago.

ON CONDUCTING RECITATIONS.

In no part of his work does the teacher so fully exhibit his "aptness to teach" as in conducting recitations. It is here that he displays his qualities as a teacher. Here he stamps his impress on the minds of his pupils, and determines the character of his school. If the teacher is capable of throwing life and enthusiasm into his classes, exacting interest, and commanding attention, his will be a live and enthusiastic school. If, however, he is unable to impart vigor to the recitation of his classes, he will find teaching a toil and not a pleasure. What is called a natural gift for teaching, is rare. Few teachers possess the ability of standing before their classes, and throwing around the exercises such an interest that every scholar will be compelled to give his undivided attention. Yet such a power may be acquired. The laws and phenomena of mind point out to the reflecting and inquiring teacher the means of obtaining it; and that teacher is unworthy his calling who does not strive that he may possess such an ability.

Perhaps the first and most important requisite in successfully conducting a recitation, is a proper qualification on the part of the teacher. He must thoroughly understand the lesson himself. He must not only know it, but he must *know* that he *knows* it, otherwise he cannot demand an accurate knowledge on the part of the pupil. He must know the subject in every particular. The bare study of the text-book is not sufficient; his reading and research must extend to other sources. He must draw upon everything within his reach,—lexicons, dictionaries, encyclopædias, histories,—indeed anything that can throw a ray of light upon the topic. He should also draw deeply from the resources of his own mind for living, direct illustrations. Of course, this requires labor, but nothing short of this can give the teacher the qualification he needs.

The constant use of the text-book in presence of the class is a practice of which too many teachers are guilty, but one which cannot be too severely condemned. Such a practice extinguishes every spark of enthusiasm in the classes, and renders dull and unpleasant an exercise that should be full of interest and pleasure. The School Board of the city of Philadelphia has recently passed a regulation that all text-books should be banished by teachers as well as pupils at the time of recitation. Who can fail to see that such an action will produce most glorious results, both in producing schools of greater integrity, and in creating a high and noble order of teachers, adorning the profession they follow? Would that every town and city in the State would adopt similar regulations. It would be the simplest and surest way of arriving at that perfection of schools which is the dream of the great educators of the land. If the teacher would stand before his classes a living instructor, and not a useless automaton, let him cast aside the book, and teach the spirit "which maketh alive," and not the letter "that killeth." Then he will be able to put his own soul, all glowing with earnestness, in close contact with the minds of his pupils, and thus to inspire a life and an interest in the exercise which one who is trammeled with the book can never do.

The second requisite in a successful recitation, is attention. This the teacher should demand of every member of the class, and no step in the recitation should be taken until it is obtained. Attention is the basis of all mental acquisition. "It is the key which unlocks to us the gates of knowledge, and secures an entrance to the inmost secrets of intelligence." All work of the teacher is useless without this. To secure it, he must exercise his own tact and ingenuity. He must carefully study the minds and character of his pupils, and resort to those methods that will best accomplish the object in view. Such means as the following will be found of advantage: Call upon scholars promiscuously. Recitation in order will put a portion of the class in a position of waiting. Let them understand that they may be called upon at any time. Frequently require a pupil to take up and comple the recitation of another pupil in the midst of his statement of a topic; this will oblige each member of the class to follow attentively the course of the recitation. Also make each pupil in the class responsible for the errors of the other members, as if they were his own, and require him also to correct the mistakes made, and put the pupil reciting on the right track. He will thus, in a certain measure, perform the double part of teacher and scholar. Occasionally, but not too often, make use of simultaneous recitations, continually bearing in mind, however, that this method is to be used only as a means to an end, and not as a common mode of recitation.

But, as has been remarked, methods of securing attention will avail but little without the proper tact and energy on the part of the teacher. Let it be evident that he himself is wide awake, and his class can hardly fail of being so, too. Though he should exhibit something of excitement in hearing his recitations, he may be assured he will not carry his classes to a pitch of enthusiasm too high.

Another requisite in the conduct of a recitation, is that a most thorough and accurate knowledge be required. Literal accuracy of verbal statement is not enough. It is a false test of knowledge. Let the lesson be stated in the words of the author, if necessary; but it should afterwards be stated in the language of the scholar, both in an abridged and in an amplified form. No topic should be passed over before the whole class understand it in such a manner that it can be so stated.

The recitation should also be prompt and independent. Nothing will abate the interest of a class sooner than a dull and dragging recitation. "The temptation," says a writer, "is very strong for the teacher to help the class by the drawing-out-process. This, however, only makes the matter worse. The dull recitation calls for the teacher's aid; and his aid reproduces the dull recitation. The only way is to stop at once, and refuse to proceed until the recitation can *go alone*." When scholars understand that an independent statement of a lesson is required, it will generally appear at the recitation.

The teacher should not be too hasty in rendering assistance. Passages of the lesson which the pupil by proper attention and study can illustrate himself, should not be explained by the teacher. There is danger of giving too much help. The mind of the scholar would never gain in strength if he did not use it in mastering difficulties. He must be taught to grapple with things that shall try all his powers. This is mental discipline, and the great object to be sought in education,—indeed, is education. Too many teachers err in giving the pupil aid on his first cry for help. No practice occasions more harm, and none should be more carefully guarded against. When the pupil has done all he can towards the solution of the difficulty, then, and then only, may assistance be rendered, but even in this case it must be given with great tact, by putting the scholar on the right track,—pointing out to him the path, and allowing him to pursue it alone, rather than leading him along in it. The teacher should remember that the object of school education is to prepare boys and girls for the great school of life,—the world; that what is sought is *e-ducation*, literally, not in-ducation,—developement, not stuffing. Knowledge is not education. It is simply a means or an incident, not an end. When parents learn to measure the progress of their children, not by the number of facts they have learned, but by the growth of their minds, then will come the teacher's millenium. W. H. L.

ORDER IN SCHOOLS.

We have heretofore alluded to the off-hand discussions on school topics, which take place on Saturday afternoons at the teachers head-quarters in Boston, and have also given a specimen of those debates. Below we give the *Massachusetts. Teachers*, report upon a subject which will interest all inquiring teachers:

Question for debate: "What degree of 'order' should we endeavor to preserve in school, and what means should be used to secure it?"

The President of the meeting. The quietness of a school is an important division of our question, and one which is daily forced upon our attention. What shall be aimed at in this direction? Is all noise to be prohibited, or is there a certain amount or kind which shall be esteemed legitimate? Movement of the lips in study, passing from one part of the room to another, and the handling of slates, books and pencils, are all, at times, sources of disturbance; and the presentation of methods and experiences of teachers present will add to our mutual fund of information. We have seen some very still schools which did not accomplish the work of education, and very noisy ones which did. Is that painful stillness under any circumstances desirable? Again, whispering is an evil that demands consideration. In my school it is absolutely forbidden, and yet it exists, in spite of the most stringent measures to prevent it.

Mr. Littlefield of Charlestown. There is always a hum to business, and this I would allow, if nothing more. The school is the child's workshop, and no regulations should be made which will tend to interfere with the object sought. All movements are to be made as quietly as possible, with the thought prominent that stillness is not an end in itself. I find that the order in the school-room is greatly promoted by allowing and encouraging what some might call disorder on the playground. The noise arising from their sports is so much vocal culture, and the fresh air is inspiring. The teacher ought to go out with the pupils, and, by witnessing,—or, if he chooses, participating in—their plays, his own circulation will be enlivened, and he may learn from what he witnesses in the yard how to deal more judiciously with some of his troublesome scholars.

Mr. WATERMAN of Newton. I have learned to exercise a great degree of charity for some boys who are the leaders in sport, and yet are very dull in their studies, for it is evident that they can become able and useful men in some active pursuit. In respect to the movements of pupils, there seems to be no objection to requiring them to be made upon tiptoe whenever the noise of their feet would disturb others in their work. We are careful to enter or leave a church during the hours of worship with the utmost caution, and the children need to be trained to the same noiseless walking. The amount of noise that may be permitted depends upon the number of classes there are in a room. If but one, then all are engaged in the same thing at the same time, and noise will not produce disturbance; but if there are two or more classes, some scholars must be studying while others are reciting and the necessity of quiet is much increased. I have been accustomed, on entering a new school or a new schoolhouse, to devote a liberal portion of time, during the first day or two, to practising movements about the room, and have found that this extra labor and trouble at first, paid well afterward. Military drill, on the part of pupils or in the community, has a marked effect upon the the order of the children. Some noise must arise from the taking out and putting up of books, and the simplest way of removing the disorder which often accompanies these movements is, to have them made by the whole class, at a given signal, and promptly. Sometimes there will be noise in a wide-awake recitation; but, if it arises from interest in the lesson, it is not objectionable.

Mr. PAYSON of Chelsea. I suppose all teachers endeavor to have their pupils spend the recess upon the playground, but often find that some are not inclined to go out; and I have even known children to bring notes from their parents, stating that they did not desire them to participate in the exercise of the yard at all. Feeble and unruly scholars are sometimes detained in the school-room, and the teacher is necessarily led to spend his recess in-doors. In walking across the floor, boys intentionally or heedlessly get into the habit of making distinct reports with the heel and toe,—a trouble which it is difficult to remedy. Not only among scholars, but among grown-up people, there are many who always ascend the stairs with scuffling; and I am at a loss how to cure this. When a pupil goes across the room with a heavy tread, I am accustomed to call him to me, and to ask if I am not as heavy as he is. Being answered in the affirmative, I then inquire, lifting my foot, if my boot is not as thick. This being clear, I am able to make him understand that he can and must make all his movements as quietly as I do. But the point to which our attention is chiefly called is quiet in the school-room; and I confess that, with many years' experience, I am satisfied that a deathlike stillness in the room is not to be desired. There are times when all the pupils are so busily engaged in study that the clock may be heard to tick plainly for half an hour; but this stillness arises from the nature of the work going on, and from intense interest in it. At another time some stir and noise will indicate the same measure of interest in another study; and, in every case, the noise which may properly accompany a study or a method of instruction, is entirely unobjectionable.

Mr. Wheeler of Cambridge called for a display of hands on the part of those who require their pupils to go out and stay out at recess, and about half of those present responded. In a like manner it was ascertained that about one-third of the teachers go into the yard at recess.

Mr. Mansfield of Cambridge. I have been informed by visitors that my school is remarkably quiet, and yet I am not accustomed to give many directions respecting stillness. I desire a still school, because noise is generally distracting to pupil and teacher, but yet do not believe in having much machinery at work to insure it. Why should not quiet pervade the room? A scholar is at his desk with a specific task to accomplish. He may consult this book; use this slate; open the lid for some desired aid in his study; but what should we think of some person here, who while our discussion is going on, should drop a book from his hand several times, or knock a slate from a table? The acts would be very careless or very culpable, and we should exercise whatever authority we might possess to prevent their recurrence.

We do not want our own children to be rude at the table, kicking or pushing or speaking unbecomingly; nor do we on the other hand desire them to meekly move about as if they had no privileges and no pleasures at home.

The work of the school will proceed with the least friction when the pupils are permitted to act naturally, without undue restraint; but conscious of one another's presence, and with regard to the object for which they are assembled. I should not require pupils to walk upon their toes habitually, but should expect them to do so whenever they would cause disturbance by walking as usual. Every person is bound in courtesy and propriety to make as little disturbance as possible, but is not to be kept in painful posture or forced stillness. It is to be feared that some teachers are giving so much attention to the mechanism of the school-room that the pupils lose sight of the true purpose of the school, and are called upon to think more of the manner in which they must sit and walk than of their studies. Let them understand that here is the work to be done, and here are the means of doing it, and they are to let nothing occur which shall delay its accomplishment.

Mr. HAGAR of Salem. Reference has been made to the buzzing sound often heard in the school-room. I am generally led to believe that the method of study is wrong when this is heard. The pupils are committing words to memory; and, as one sense may aid another, the hearing helps the sight.

Most study should not be of this kind; and whenever a person is deeply engaged in tracing out a chain of reasoning, or is developing his own thought upon any subject, the harder he thinks, the stiller he is. If I assign a lesson to be learned, it is not with the design of having it mainly memorized, but studied and understood thoroughly.

In respect to walking, I recollect that in one town, as the result of the school training, persons might be seen cautiously traveling the streets with their hands folded behind them, and walking on tiptoe. The walking ought not to be so affected by any school requirements as to disturb the natural gait, and the people ought not to be obliged to retain a particular attitude for any length of time. In a certain primary school the little ones were never allowed to sit with their knees crossed; and when a little girl in a moment of weariness did so, the teacher placed her in her own chair at the desk, having the knees kept in that position, and then ordered all the other scholars to point at her and hiss.

There is such a thing as having so much order that it is in reality disorder, and this is to be avoided as carefully as too great laxity.

Every teacher should have his school under his control, and be able to secure perfect stillness, or uniformity of position and movement, when desired. Two rules lie at the basis of all others respecting order: First, that degree of it should be maintained which is most favorable to the great design of the school; and, second, individual comfort should be secured. No positive standard can be established. In a small school, liberties may be allowed which cannot be in a large one; and one class of pupils may be permitted far greater freedom than another.

As respects position in recitation, it is hardly becoming for the teacher to sit with his feet upon his table; or for the student to recite, with one foot on his seat, his elbow on his knee, and his head resting on his hand; yet these were the favorite positions of instructor and instructed at a recent examination in a New England college.

Mr. Wheeler of Cambridge thought the Grecian Bend must have originated in the town where the people walked on tiptoe with their hands behind them. He was in favor of a pretty still school, and would place his standard as this: Every scholar ought so to deport himself as if he were the only one in the room, for a school is not the place for social intercourse. No pupil should be permitted to obtain assistance from another, because it is an unfair demand upon the latter's time, and the help is in danger of being worse than none. The principal cause of noise in walking arises from the rapidity with which scholars move toward the door. They come in more slowly and more quietly; so that, if slow movements can be secured, the disturbance produced in this way will be overcome.

The teachers of a town should be thoroughly acquainted with one another. They should meet at stated times to discuss matters pertaining to the interests of their schools, to give and receive advice. The teachers in some towns of the Western States are required to hold teachers' meetings every Saturday A. M. The practical good resulting from such gatherings can hardly be over-estimated.

☞ Will every one who receives this number of the Journal of Education, please become a subscriber, and thus identify himself with the army of live teachers?

EX-COMMITTEE.

AN article appeared in some of our county papers, not long since, signed Ex-Committee, in which the idea that teachers needed any special training, was ridiculed. The writer said, "That most of the schools in this town this summer, are to be taught by young girls, who have had no other means of preparation but the common town schools. They bring to their task the God-given aid of brain and will. For them, a Normal school is just as unnecessary as would be a guide-board to Paris Hill."

I oppose the principle advocated, not by any means the persons mentioned.

The young person, who is trying to advance by earnest work in any honorable vocation, should have the aid of the community, unless he is evidently where he does not belong. It is rather hard to see why one being poor, and another not, should have anything to do with the granting of this aid. It is the man, as a man, with which we have to do. It is full time that the idea that poverty is a necessary qualification for a teacher was exploded.

Other things being equal, it works the other way, hindering the student and therefore the teacher, by making it impossible for him to get the books and apparatus he needs, or to attend the schools where his advancement would be assured. However much sympathy the community may have for a young man who has, with much difficulty, obtained just enough knowledge of medicine to enable him to commence its practice, their confidence is given, and rightly, to the one who has been able to make an exhaustive study of this and kindred subjects.

The quicker people use the same kind of sense about their schools and the minds of their children (common sense) they use when the body is to be the subject of experiment, the better. If our schoolhouses have been turned into alms-houses, the reason why the schools have lost in efficiency for the last five years or more, is evident. That a stream will not rise higher than its fountain, is an axiom, whether we speak of water or teaching.

It is not possible for any teacher to make the best impression on a school he is capable of making, where schools are as short, and teachers changed as often as they are with us. Those whom he instructs must be less fitted for good work than he. It is hard then to see how, by working in the way mentioned by the writer, the schools can be brought up.

Those who know the results of the teaching of to-day, in the majority of our town schools, know that the teachers of those schools lack in both knowledge and skill. They neither know *what* or *how.*

However well meaning and earnest a teacher may be, if he lacks accurate knowledge, or, having the knowledge, lacks the ability to use it to advantage, he is certainly where he does not belong.

The fact is, when going over a road the first time, a person *needs* a guide-board.

Obtaining teachers for our schools and retaining them in the schools after they have been obtained, must be made a matter of pure business. Whether the applicant is capable, should be the question, must be, if we would not keep on going down; and not as it is about half the time, are you obliged to teach, or are you related to me or my wife, or the leading man in the district?

It is no *sin* to be poor, but it is *inconvenient* when one wishes to prepare, in the best manner, for school-room work, as the writer of this well knows.

It is well to remember, that it should be in spite of obstacles that we rise, and not on account of them. W.

HINTS.

If the Journal of Education is not practical enough, teachers should make it so, by writing practical articles for its pages.

If they have questions they wish to have answered, let them be sent on.

Reader: have you tried to teach spelling by assigning lessons to be written in blank books or upon the slate? I think you should do so. Twenty-five words can be given by the teacher, written by each student, in a school of any size, and corrected in as many minutes. You can thus test every scholar upon every word.

How much could be done by oral spelling in the same time?

I would recommend written work for all who can write, and continue the present system, where there is time, in the classes. In connection with that spelling exercise, should be one in pronunciation.

Select ten words which are in common use, but generally mispronounced, and spell them to give the correct and the incorrect pronunciation.

Let this be a five minute exercise every few days. You will be surprised at the amount of errors in pronunciation which may be corrected in a school and in the community, in a term.

Has the study of grammar taught your pupils to speak and write the English language correctly? If not, will it not be advisable to commence with the correction of false syntax, instead of dry, and to the student, unmeaning technicalities? Try it, and let us know the the result? F.

CROP BACK AND CONCENTRATE.

The childhood and youth of students should be spent in childish and youthful studies, in preparation for riper subjects in riper years. Because a child has become a proficient in simple matters, it does not follow that he should be thrust ahead into deep, complex and abstruse matters of study. Keep him carefully cropped back to his own level. Give him full room to spread—and sure, the world is wide enough—but if you look for fruit, beware how you let him shoot upward. The little girl knows better than to pick her kitten's eyes open "before it is nine days old."

It is at the risk of lasting injury that children are stimulated to grasp studies beyond their years. Do not be in a hurry to get upward; but be as busy as a bee, among the collaterals on the present level of the intellect. Thus you furnish nature with its proper aliment to enable it to pursue its own safe and beautiful process of unfolding the mental powers in periodical installments, thrusting out plain above plain, as she shoots forth petal above petal in the opening flower.

Until a student has arrived at a state of development nearly approaching to manhood, it is not often safe to decide what shall be his future profession or calling. Up to this time, during the years of natural growth, is the opportunity for becoming expert in those few elementary studies which are indispensable alike to all pursuits in after life.

But as soon as the future calling shall be determined, be it sooner or later, and the sooner it can be safely done the better, there should be no delay in proposing that business as a definite aim, and thence forward, all studies admitted to his programme should be such only as point directly to the proposed end as radii to the center.

Individual life is short, and it is a great work, starting from the center, where we all begin, to reach any one point in the present boundary of human knowledge, to say nothing of pressing that boundary outward. No soldier, in this march, has time for skirting up and down the line. Every step should count one in advance. Ordinarily, the fewer the branches, the taller the tree.

But a man cannot know much about anything, without knowing something about many things. We cannot have height without breadth.

A man is endowed with a certain amount of intellect, natural and acquired. By means of it, he wishes to raise himself as high as he can, among his fellow men. He will soon find that he cannot reach any height out of proportion to the breadth of his endowments.

If you wish to see how high a heap it is possible to raise with a given quantity of wheat poured on a horizontal floor, you will not pour it promiscuously all over the floor; but you will carefully pour it all upon one point. Even then you will find that every inch of height will require a great expense of material for extending the base and strengthening the sides.

So it is with the brain. No one has enough to allow of his venturing on more than one pile. We must, from youth or early manhood, work to our chosen calling as a center, pressing close all our outlays, indulging in no tangents of desultory studies, extending our base only to sustain our height, and keeping that base, a circle.

God has shown, by diversity of gifts and diversity of wants, his plan for advancement to be by division of labor. If a man is but learned in his own profession, he may well be content, and not pine because many others know many things of which he is ignorant. It must be so.

"Nec scire fas est omnia."

If the plan which I have attempted to illustrate were generally carried out in practice, we should see fewer molehills finished where mountains are begun.

M. S.

One eye of the master sees more than four eyes of the servant.

RESIDENT EDITOR'S DEPARTMENT.

VACATION TIME?

Before the next number of our Journal is published, the greater portion of our schools will have closed their summer term, and teachers will gladly enter upon the long summer vacation. A great change has taken place within twenty years past in New England, in the division of the school year and in the length of vacations. Formerly those schools which were permanent usually had four terms a year, and left only about six or eight weeks to be divided between four vacations. It was very common for schools, more especially for academies, to close their summer terms about the fifteenth or twentieth of August, thus leaving only about two weeks for the summer vacation previous to the commencement of the fall term, about the first of September. This was certainly very hard for teacher and pupil. The work of the school-room during the sweltering days of July and August is pretty hard for all concerned. We question very seriously the profit of such work after the first or the middle of July. Better work vigorously while we do work, and while the weather is favorable, and then when the hot season comes, take a good long vacation. Such a course will recruit the mind and spirits for strong and active work in the autumn, which can never be performed with comfort and success by those who toil overmuch in school late into the summer, and who find themselves exhausted and worn down in body and in mind. The new order of things is working well. Colleges and schools are now closing their terms earlier in the season, and are making the summer vacation a long one. It is universally acknowledged that more work is now accomplished and with less detriment to the health of both teacher and pupil.

Therefore, fellow teachers, we hope that during the forthcoming vacation, you will recreate. Give school and school books the go-by. Divert yourselves in some way,—climb the mountains, go into the woods, catch fish, pick berries, and go visiting. Be sure and get away from home awhile, if possible. Change air, food, and associations generally. There is health to be found in so doing.

Miss Martha Biddle, a Maryland school teacher, whose salary wasn't paid, argued her claim in court and got the money.

THE AUGUST EDUCATIONAL MEETINGS.

SEVERAL very important gatherings of teachers and educators are to take place during the month of August. The one most convenient for Maine teachers is the

AMERICAN INSTITUTE OF INSTRUCTION.—This wide-awake association, which is largely attended by people from New England and the Middle States, will hold its fortieth annual meeting in Congress Hall, Portsmouth, N. H., on the 3d, 4th, and 5th, of August.

The Institute will meet on Tuesday, Aug. 3d, at 2½ P. M. After the customary exercises, there will be a discussion upon *the supervision and inspection of schools*. In the evening a lecture will be delivered by the Hon. Joseph White, Secretary of the Mass. Board of Education.

Wednesday, there will be lectures by Prof. E. H. Morse of Salem, and Pres. J. T. Champlin, of Waterville, Me.; an exercise in teaching Music to young children, by L. W. Mason of Boston; and discussions upon *secondary education, and to what extent is it advisable that oral instruction should take the place of text-books?*

Thursday, a lecture by Prof. John S. Woodman, of Dartmouth College, upon *Drawing*. The subject will then be open for discussion. *The Examining and certificating of teachers*, and other subjects will follow. The evening will be occupied by short addresses.

The citizens of Portsmouth extend their hospitalities to the ladies attending the Institute.

Free return tickets will be granted upon the Eastern, Grand Trunk, Boston, Concord, Montreal, and several other railroads.

JOHN KNEELAND, *President.*

The next in importance to practical teachers will be the

MEETINGS OF THE NATIONAL ASSOCIATIONS.—The Educational meetings to be held in Trenton, New Jersey, on the third week of August, promise to be a distinguished success. Three great national associations hold their annual meetings there that week. The Association of State Superintendents meets on Monday, Aug. 16; that of Normal School Principals and Teachers, on Tuesday; and the General Association of Teachers, on Wednesday, Thursday, and Friday. The arrangements for these meetings are already considerably advanced toward completion. Papers or Lectures have been promised from the following distinguished Educators:

Address by the President, Rev. L. Van Bokkelen, late Superintendent of Public Schools of Maryland.

An exercise in *Practice Teaching*, with criticisms and a discussion as to the necessity of such an exercise in a Normal School, and the best methods of conducting it.

Prof. Edward A. Brooks, Principal of the State Normal School, Milledgeville, Pa.,—*The Spiritual Element in Education.*

Prof. Lewis B. Monroe, of Boston,—*The Voice and its Training*, with illustrations and readings.

Prof Fordyce A. Allen, Principal of State Normal School, Mansfield, Pa.,—*Course of Study for a Normal School.*

Prof. John S. Heart, Principal of the New Jersey State Normal School,—*Method of Conducting Religious Worship in Schools.*

Mrs. Randall, of the Oswego Training School,—*Method of teaching Elocution.* Readings.

Miss Swayze, of the New Jersey State Normal School,—*Vocal Culture.* Readings.

Rev. Joseph Alden, D. D., LL. D., Principal of the State Normal School, at Albany, N. Y.,—*What is the best Teaching for a Normal School?*

Prof. Z. Richards, of Washington, D. C. Elementary Schools,—*Radical Faults, Radical Remedies.*

Rev. Geo. Seakin, Baltimore,—*Periodic Law as applied to Education.*

Prof. Ellis A. Apgar, State Superintendent of New Jersey,—*Method of teaching Map Drawing in Schools.*

Prof. Austin C. Apgar, State Normal School, Trenton, N. J.,—*Method of teaching Elementary Arithmetic.*

Maj. Gen'l O. O. Howard, U. S. Army,—*Education in the South, with reference to the colored population.*

John D. Philbrick, Esq., Superintendent of Public Schools of Boston, *The Workshop and the School.*

Rev. B. G. Northrop, State Superintendent of Connecticut,—*Rate Bills in Public Schools.*

Prof. J. B. Wickersham, State Superintendent of Pennsylvania, *Higher Education.*

Mr. White, of Boston,—*Christianity in our Public Schools.*

There will also be a Convention of American Philologists at Poughkeepsie, N. Y., July 27th for discussions upon the subject of language, and the best methods of instruction.

The English people begin to complain that athletic exercises have been carried so far among young men that they are becoming painfully rowdyish, coarse in muscle, and stupid in intellect. Very likely, and very natural.

Mississippi has passed a law providing for mixed schools.

THE EXAMINATION, AND GRADUATION EXERCISES OF THE STATE NORMAL SCHOOLS.

The closing exercises of the Eastern Normal School at *Castine* took place about the time our last number went to press. We gave at that time the names of the graduating class with their themes, etc. One of the editors of the *Portland Press*, who was present says:

This institution began in September, 1867, and consequently the term just closed graduated the first class, the course comprising two years study. I need not elaborate the matter of this system, but speak of it incidentally, as it appeared from the exercises witnessed. Of course everybody knows that this Eastern Normal School is the second one established in the State, and was "awarded" to Castine in consideration of its providing a suitable building. It is for both sexes and the tuition is free and so are most of the text-books, and the board costs $3.50. The State has done a liberal and noble act in establishing these schools, and we can most cordially commend its choice in endowing this one in Castine. A more desirable place could not have been found, for the people cherish it with undivided care and even tenderness. There were only 13 pupils the first term, while the term just closed comprised 81. Eight of the 13, graduated Wednesday and received diplomas. The examination and graduation exercises were very largely attended, many persons being present from distant points, among whom were Governor Chamberlain, Messrs. Randall, Reed and Prescott, of the Council, Mr. Johnson, the Superintendent of Schools, Dr. Harris of Bowdoin College, and several other notables.

Mr. G. T. Fletcher, the Principal, is a young man of great energy and fine executive ability, and has deserved the praise accorded on all hands. He is ably assisted by Miss Helen B. Coffin, recently of the Board of Instruction at Farmington, a teacher of tact and experience, Miss Julia E. Sweet, a graduate of the Boston Normal School, and Miss Anna P. Cate and Miss Lucy V. Little, of Castine. Mr. Harden of Augusta, teaches Penmanship, Mr. Dresser of Castine has charge of the Musical department, Dr. Stevens of Castine is the lecturer on Physiology, and Dr. True has the care of the Geology and Natural History.

Wednesday forenoon I was present at the whole exercises, and I can particularly commend "The Theory and Practice of Teaching" and the "Object Lessons." No other system of training ever did or ever can produce such results. The whole class in all cases constitutes a board of criticism, and not a mistake or a stammer goes unheeded. Object lessons and topics of teaching were given out at random, and were in every case handled readily and thoroughly, and no one can doubt that every member of this graduating class will enter the profession upon vantage ground unattainable through any means ever before provided in our school system.

And now let me invite our people to examine with care the new features of our educational system, and they will see glorious promise in it, and the beginning of a plan from which will date a new era of common-school education.

The graduation exercises at the church on Wednesday afternoon were attended by a great multitude of hearers.

In the evening a most enjoyable season was passed in "Normal Hall," the students entertaining their friends in the happiest way.

The following Poem, by Miss *Nellie M. Stevens*, was read during the graduating exercises:

BACKWARD AND FORWARD.

Just as a youth who through a happy childhood
Has dwelt securely 'neath a father's care,
Roaming at will on mountain or in wildwood,
Glad as the birds, and free as mountain air,—

Who finds he must, the happy mansion leaving
And all the pleasures of his early life,
Without repining or unmanly grieving,
Go forth to mingle in the world's fierce strife,—

Turns as he leaves his home with all its treasures,
Its many blessings to be his no more,
Reviews a moment all his vanished pleasures,
Then girds himself and only looks—before.

So *we* today out from our school-life going,
Its cares, its toils, its pleasures, left behind,
Turning, look sadly backward all unknowing
What in the mystic future we may find.

The way has pleasant been, tho' not unclouded,
Tho' sometimes painful thorns have pierced our feet,
And all the way has seemed in darkness shrouded,
Our earnest strivings ending in defeat,—

But looking back, the thorns seem crowned with flowers,
The darkness but a shading of the light
And every grief that dimmed those flying hours
Make the unclouded portion seem *more* bright.

In mem'ries pleasant bowers we fain would linger,
Communing with the shades of vanished hours,
But Duty's stern and unrelenting finger
Points to the future, and the work that's ours.

Our path is onward. We must walk untiring
Alike o'er rugged steeps and verdant plain;
This that our sometimes fainting hearts inspiring,
"Not one true effort will be made *in vain*."

Should our endeavors sometimes meet resistance
And dangers threaten, still we will not fear,
The hills that tower so steeply in the distance,
Will seem but slopes when we come near.

But pressing forward in the way of duty,
Trusting for guidance in Almighty power;
Our lowly paths will blossom into beauty,
E'en the most sterile soil brings forth a flower.

And when at last the grateful shadows lengthening,
Show us that almost finished is life's day,
And we with thoughts of rest our tired hearts strengthening,
Once more look backward tho' the winding way.

Dear classmates, viewed in the pure light of heaven,
So fair may seem the paths that we have trod.
That to each one an entrance may be given,
To dwell forever by the throne of God.

THE FARMINGTON NORMAL SCHOOL.—We are indebted principally to the *Farmington Chronicle* for the following account of the interesting closing exercises of this school.

On Sabbath afternoon, May 30th, the sermon and other religious services at the Congregational Church were adapted to the close of the Normal school year, and especially to the graduating class.

On *Tuesday* June 1st, the examination of the four lower classes took place in the upper and lower rooms of the Normal School building. We noticed present a number of persons interested in education. Mr. Prescott, of the Governor's Council, and Messrs. A. H. Abbott and C. B. Stetson, Supervisors of Franklin and Androscoggin counties, and Warren Johnson, State Superintendent of Schools. The latter took entire charge of the classes when he chose, and asked such questions as he pleased. Mr. C. C. Rounds, the Principal, stated that this was in no proper sense a test of the acquirements of the pupils, but simply an exhibition of the ordinary methods and workings of the school. An exhaustive written examination, by means of test questions, had occupied a full week at the close of the term. No class and no pupil knew before-hand the topics that would be taken up to-day. The subjects taken up were Arithmetic, History, Geography, Grammar, Physiology, Physics and Writing. The exercises were enlivened by singing, under the direction of C. A. Allen, Musical Instructor. The examination was creditable to both teachers and pupils, and the spirit of the following evergreen mottoes on the walls evidently animated the school: "*No step backward,*" "*Not how much, but how well,*" "*Succeed or die.*" The examination in Grammar induced the discussion of some general principles, in which a number of visitors participated.

It is to the credit of the school that throughout the two days' examination, there were no evidences of special, showy and superficial preperations. There were marks of thoroughness and faithfulness of instruction. There was also unusual self-reliance; an ability to define words and give reasons; and a certain fearlessness of expression, that argues well for the future of these pupils as teachers. The seats assigned visitors were filled with an attentive and appreciative audience. The people of Farmington and vicinity, and the friends of the pupils were out in full force on both days.

On Wednesday A. M. classes were examined in arithmetic by Mr. *Woodbury*, in Botany by Miss *Melcher*, School economy by Mr. *Rounds*, etc. The examination maintained the high character of the first day. All felt to regret the necessity of crowding so much into so short a time.

In the afternoon, the neat and capacious Baptist Church was crowded at an early hour, and the exercises occupied the time from two to six P. M.

The following are the names of the graduating class, with their themes:

Salutatory,—Ashley St. Clair, Rockland.
He Builded Better than He Knew,—Hattie F. Stevens, North Fayette.
Literary Culture,—Ella F. Downing, North Auburn.
Highways and Byways,—Henrietta Cobb, Buxton.
What Shall We Do?—Edgar Leavitt, New Vineyard.
Uncertainty of Fame,—Theresa S. Cushman, West Leeds.
Sowing beside All Waters,—May V. Page, Hallowell.
Musical Culture a Duty,—Louise D. Mayhew, Mt. Vernon.
The Schools of the Future,—George F. Billings, Hallowell.
The Real and the Ideal,—Josephine L. Tarbox, Westport.
Despise not the Day of Small Things,—Clara S. Stevens, Dixfield.
The Teacher's Reward,—S. Evelyn Tarbox, Phillips.
Prophecies,—Lucilla Smith, Farmington.
Training the Spirit.
Valedictory,—Maria N. Billings, Fayette Ridge.

The salutatorian was absent, having been compelled to leave to take a school a few days before the close of the term. His excellent part was read by Mr. Woodbury, one of the teachers. The essays on the whole compared favorably with those of College Commencements. Mr. Rounds made some appropriate parting remarks, and Supt. Johnson awarded the diplomas in the name of the State of Maine.

Messrs. Rounds and Woodbury, and Misses Davis and Melcher, have proved themselves worthy successors of the former board of instruction. The Androscoggin Railroad usually charge but one fare to all persons connected with the school passing twice over the line; and the same consideration is made to all persons attending the graduation.

The Alumni return each year in increasing numbers, and were glad this year to welcome one of their old teachers. There were twenty of the class of '68 present, and ten of that of '67. The next Normal year opens on the 19th of August.

EDUCATIONAL INTELLIGENCE.

MAINE.—Rev. S. H. McCollester, Principal of Westbrook Seminary, has resigned his position and is soon to be settled over a church in *Nashua*, N. H.

The anniversary and commencement exercises at Kents' Hill took place June 8, 9, and 10. The Prize Declamation and Reading took place on the first named day. On the 9th, Rev. W. F. Mallalien addressed the Literary Societies, and David Barker, Esq., of Exeter gave a Poem. At the commencement exercises on the 10th, the salutatory was given by Melville C. Thwing of Kents' Hill, and the Valedictory by Miss Delia W. Daggett of the same place.

An alumni Association was formed, and the many friends of Dr. Torsey, President of the Institution, presented him with an elegant service of plate.

All the exercises are said to have been very interesting.

MR. G. F. BILLINGS is canvassing for the Journal of Education, and meeting with good success. We learn that it is expected by "the authorities that be" that every teacher will be a subscriber to some journal of education.

Our County Supervisors are busily at work in different parts of the State. The *Kennebec Journal* speaks of Mr. Bigelow's labors in China; from the *Lewiston Journal* we learn of Mr. Stetson's activity in Androscoggin county; and private advices give like accounts of Mr. Abbott in Franklin county, and of Mr. Webb, of Cumberland county, in the towns of Pownal, Freeport, and North Yarmouth. He will visit the schools of Freeport, Cumberland, Falmouth, Westbrook and Yarmouth in the month of July; and he proposes to hold short Institutes, for the benefit of teachers in various parts of the county. He finds that the pressing wants of teachers, for more practical methods of teaching and government, demand that they be brought together often for consultation and instruction in their profession. These Institutes or conventions will in no way interfere with the County Institute, which all teachers are expected to attend, but are designed to meet the immediate wants of many of our teachers who are now engaged in summer schools. These temporary institutes will be held in various parts of the county and continue two days. Mr. Webb hopes to secure by this arrangement more interest and union of *work* among teachers, committees and parents.

Professor M. C. Fernald, Principal of the State Industrial College, at Orono, is to speak upon the *Education of Farmers* at the New England Fair to be held in Portland in September next.

The Literary Societies of Colby University, have engaged Rev. William R. Alger, of Boston, to deliver the oration, and Rev. Theron Brown, of Canton, Mass., to deliver the poem at their anniversary August 10th.

Senator Patterson of New Hampshire, will give the Phi Beta Kappa oration at Bowdoin College, July 15.

Chas. A. Stevens of Norway, Me., and of the senior class of Bowdoin College, has received the $60 prize established by the class of 1868 for excellence in speaking and writing.

The observatory for the Colby University at Waterville, Me., is to be erected the coming season. It will probably be built upon the hill in the rear of the Maine Central buildings, as the college grounds are subject to much jarring from the passing of trains.

Mr. Tash of the Lewiston High School, informs the Lewiston Journal that the percentage of attendance in his school, for May, was 99.60.

At the Prize Declamation which occurred last week at the College Chapel by the Freshman class of Bates College, at Lewiston, the committee awarded the first prize to Clarence Augustus Bickford of Portland; the second prize to Fritz Walter Baldwin of Coaticook, P.Q.; the third to Herbert Blake of Lewiston.

The total number of school children in Lewiston is 4,326, as we learn from the Journal. Number from 4 to 10 years of age 1,494; number from 10 to 15, 1,365; number from 15 to 21, 1,467. The parentage of these is as follows: American 2,289; Irish, 1,637; French, 212; English, 149; German, 3; Scotch, 21; Swiss, 2; Norwegian, 5; Colored American, 8.

Mr. T. N. Lord of Bluehill, is canvassing Hancock county, for the Journal of Education, and Pages' Theory and Practice of Teaching. No *live* teacher will be without these great aids to success.

Nearly every graduate of the Eastern Normal School has been employed to teach this summer. They have been called to some of the best schools in the State, and as far as heard from they are giving good satisfaction. The demand for such teachers is greater than the supply.

The monthly editor for this month, who recently spent an hour in the Augusta High School, says:

Mr. Lambert, the Principal, is winning success in his new field. He has thoroughly reorganized the school, and his energy and critical instruction are bringing it to a higher standard than it has previously taken. The teachers in the different schools seem to be earnest and able. He had the privilege of meeting them at their monthly teachers' meeting.

Commencement at Bowdoin.—The following parts have been assigned to the members of the Senior Class of Bowdoin College for the forthcoming commencement:

Latin Salutatory,—C. C. Powers.
Orations, English,—J. C. Coombs, T. H. Eaton, F. A. Fogg, O. F. A. Greene, Clarence Hale, G. T. Mosher, H. S. Whitman.
Philosophical Disquisitions,—N. Call, C. A. Cole, J. H. Kennedy, D. H. Knowlton, L. Lothrop, E. P. Payson, W. H. Perley.
Disquisitions,—O. P. Cunningham, F. A. Woodbury, W. H. Woodwell.
Discussions,—J. Dike, H. B. Quinby.
Dissertations,—F. H. Boardman, J. C. Cotton.

MASSACHUSETTS.—The Trustees of the Technical School at Worcester, have elected Mr. J. E. Sinclair, Professor of Mathematics, and Miss M. S. Fletcher of Worcester, Teacher of Languages. Professor Sinclair has been one of the the faculty of Dartmouth College, scientific department, for about nine years, and is regarded as one of the best teachers in the country.

The Mount Holyoke female seminary, whose present number of students is 265 will close the present term July 15, when a class of 40 will graduate. The work on the new library building will be begun next week. The building will cost $15,000, and the books to put into it $10,000.

The Massachusetts system of schoolship, for a Reform School is likely to be adopted in other States.

Ellis Peterson, Principal of the High School in Worcester, and formerly a teacher in Castine and in Bangor, Me., has resigned, to seek health and recreation abroad.

Salaries of Boston Teachers.—What lucky folks the Boston school teachers are. They are always having a "raise." The committee on salaries recently reported an increase amounting, in all, to about $40,000. The salaries of teachers in that city, as amended, are as follows: *Gentlemen:* The Principals of the Latin, English High, Girls High, and Normal Schools, $3,500 for the first year, and to be increased $100 per year until it reaches $4000. Principals of Grammar Schools, $2,600 for the first year, to be increased in like manner until it reaches $3000. Teachers in Grammar schools, $1500 for the first year and $1700 thereafter. *Ladies;* Masters' assistants, $1000; first head assistants in the girls and mixed schools, $900; other head assistants, 800; other assistants in grammar schools, and teachers in primary schools, $600 for the first year, and $700 thereafter; Miss Baker, Principal of the Dudley school (Roxbury), $1700.

MISCELLANEOUS.—*Dartmouth College, N. H.*, completes a hundred years of its history this year, and the event will be duly celebrated July 21.

A controversy and law suit concerning a school house in Barnstead, N. H., is said to have prevented the holding of a public school in that particular district for two years past.

Some idea may be formed of the state of education in a village in Hampshire, England, when it is stated that out of thirteen jurymen summoned at an inquest, only four could write their names.

The present graduating class at Yale College numbers 117, the largest class ever graduated except those of 1847 and 1863.

Schools in Richmond, Va.—The city authorities of Richmond have recently established a common school system, in which they seek the coöperation of the Freedman's Bureau. By the new system both colored and white children will be educated in separate schools. The assistance desired of the Richmond authorities will be extended by the bureau.

Mr. G. M. Gage is meeting with marked success in Minnesota. The State is erecting a noble edifice for the Second Normal School. May the voices from the West arouse *us* to action.

Miss Elizabeth Peabody, sister of Mrs. Horace Mann, who has devoted some years to the study of the kindergarten system of manual labor in connection with primary schools, will soon commence some experiments on the system in the cities of this State.

Returns from many of the counties of Tennessee received by the State Superintendent of Education show a gratifying increase in the number of schools and the interest felt in the cause of education.

A century plant is about to bloom in a nursery at Rochester, N. Y. Only three or four of these plants are known to have bloomed in the United States, one of which was in Boston.

The schoolmate of Alexander Dumas, who was pronounced by his teacher a far more gifted young man than Dumas, is now a proof-reader at Clary's printing office in Paris, at a salary of 2500f.

BOOK TABLE.

WARREN'S NEW PHYSICAL GEOGRAPHY. Philadelphia: Cowperthwait & Co. Boston: Dexter S. Stone.

The elementary treatise on Physical Geography, by D. M. Warren, which has been extensively used in schools for several years, has been entirely rewritten and improved in many respects. Some of the questionable views of Maury, found in the former work, have very properly been discarded. The book now seems complete, containing the latest and most approved views upon this branch of science, well adapted for school use. The illustrations are good and the maps superior.

MANUAL OF PHYSICAL AND VOCAL TRAINING; for schools and for private instrction. By Lewis B. Monroe.

This is eminently a practical book for actual daily use in the school room in teaching reading and elocution. It is small, containing only 102 pages, but it is full of good suggestions and directions for the teacher. Those who are personally acquainted with Mr. Monroe as an instructor, will be very glad to have this neat little manual, and to all it will be an acceptable assistant in teaching.

ILLUSTRATED NATURAL HISTORY. By Rev. J. G. Wood. New York: Harper & Brothers.

The author of this work is an English scholar whose contributions to Natural science are quite generally known. It is fully illustrated, has a great variety of subjects, and is a valuable manual for private reading and study as well as for school use.

LOOMIS' MATHEMATICAL WORKS. Elements of Algebra for beginners. Elements of Geometry, Conic Sections and Plane Trigonometry. Elements of Spherical and Plane Trigonometry with their applications to Surveying, mensuration and navigation. By Ellis Loomis. New York: Harper & Brothers.

Prof. Loomis' works are notable for the clearness and simplicity which characterize his method of treatment. The three books named above, are works of tried merit and have had a very wide and appreciative introduction into various institutions of learning.

HYMNS OF THE CHURCH; with tunes. New York: A. S. Barnes & Co.

Those in search of a good collection of Hymns and accompanying music for use in religious worship will do well to examine this book. The collection is extended and various, elegantly printed on tinted paper, and bound in attractive and appropriate style.

WOMEN'S SUFFRAGE; THE REFORM AGAINST NATURE. By Horace Bushnell. New York: Charles Scribner & Co. Portland: Loring, Short & Harmon.

This book will most assuredly have readers. It is upon a subject of very general interest at present; and Mr. Bushnell is a writer who does not take up his pen to treat a subject without giving the reader good thoughts well expressed, whether that reader sympathizes with him in his views and arguments or not. There are many who will not agree with the Doctor in the view he takes of this question, and there are many, also, who will. To both parties the work is worthy of careful perusal. It is candidly written and shows that the writer has devoted much thought and research to the subject.

POCKET DICTIONARY OF THE FRENCH AND ENGLISH LANGUAGES. By Ferdinand E. A. Gasc. Philadelphia: J. B. Lippincott. Portland: Loring, Short & Harmon.

A very neat, compact, and reliable dictionary, and of especial convenience to those who do not need a large work. It will be a good work for use in school.

THE PHONOGRAPHIC ADVOCATE for April is at hand, and is devoted to instruction in short-hand writing. Published by James E. Munson, 117 Nassau St, New York. $1.00 per year.

Additional advance sheets of *Pollard's Life of Jefferson Davis*, with a secret history of the Southern Confederacy, promise developments that will be new and startling, and will be eagerly sought for by the reading public. To be issued by the National Publishing Company, Philadelphia.

LIPPINCOTT'S MAGAZINE for July is a good number. Anthony Trollope commences a new story entitled the *Vision of Bullhampton.* It also contains articles on *Annexation of Nova Scotia; the Housekeeper's Millennium; our relations with England; Inside a Chinese Gambling Hell;* a poem by the late Edward Everett, etc.

LITTELL has articles on Cuba, and the Alabama question, and on the latest phase of the American Trouble, etc.

GOOD HEALTH is one of the greatest earthly blessings. A journal of 48 pp. monthly, with the above title has just been started in Boston, by Alexander Moore, edited by Dr. Wm. Cornell. It is scientific and common-sense. $2 a year or $3 will pay for this and the Journal of Education for a year.

The Southern Illinois Teacher, burnt out in March last, has resumed publication. and is to be changed from a semi-monthly to a monthly. It is doing a good work in Egypt.

The Little Chief, for the school room and home circle, published by Shortridge & Alden, Indianapolis, Indiana, at seventy-five cents a year; contains good reading and pictures for the young folks.

The Musical Monitor, and Patent Advertiser, published at Augusta, is of especial interest to those in want of anything in the music line.

The American Naturalist for *July* has good articles on *Taxidermy: A Fish Farm*; the *Fresh Water Aquarium*, etc. An excellent work for teachers.

The Phrenological Journal for *July*, has good portraits of Mr. Motley, our new minister to England, Auber, the composer, Prof. Morse, the inventor of the telegraph, illustrations of the Strasburg Cathedral, and a host of good reading.

The *Galaxy* for July begins volume eight with a good number. Charles Reade continues his serial, and there are sterling articles on our *Impending Chinese Problem; Our Great Farmers; The last chapter in the history of the War*, etc., etc.

THE MAINE

JOURNAL OF EDUCATION.

J. P. GROSS, Editor for August.

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THE SCHOOL SELF-GOVERNED.

Twenty years ago the principal requisite in a teacher was the ability to govern a school well. A great advance was made when teachers of broad culture and liberal education were more frequently sought. Now, there should be added to these qualifications the ability to teach the school to govern itself. It may be well taught in all the branches usually pursued, may be orderly and quiet, as we sometimes say, well-governed, and yet in an important sense be a failure.

Every thing depends upon who governs the school. If the teacher holds it under control by fear or by the force of his authority only, he makes the same mistake that he would if he should solve all the problems for the pupil instead of causing him to work them out himself.

All admit the importance of order in the school-rooms as a means for the successful accomplishment of other work; but order should be an *end* as well as a *means*, and when it is made an important end, it becomes a more useful means.

The great object of our school system is to make good citizens. Then in school government the question should be, not what method will secure the best order in the school-room? but what system will best develop the character of the student and fit him for the responsibilities of life? There is great danger of governing too much. The protective spirit so strongly supported in France by Louis XIV, did more injury to her citizens by unfitting them for self-government, than all the good that could result from so carefully providing for their necessities. So in school government, the protective spirit may be carried so far as to deprive the pupil of just that kind of education of which he stands most in need.

One very fruitful source of disorder is the false estimate, on the part of the pupil, of the teacher's position. Too frequently he is looked upon as one having different interests from those of the pupil, and holding ground opposite to him, while he is supposed to be at liberty to indulge in any kind of misdemeanor, provided he is cunning enough not to get caught. This, it is true, was a part of the Spartan education; but it is a feature which, in our system, we can well afford to omit.

Self-government appeals to the personal honor of every member of the school, and each one is made responsible for his own good deportment. Charged with this important trust, his self-respect is increased, and his actions are governed by different motives. He begins to realize that he is an essential part of the school, and that with him rests the responsibility of its good management. Instead of having sympathizers and allies in mischief and disorder, he has public sentiment setting strongly in favor of order and good conduct. A teacher, backed by such influences, not only has better discipline, but is pursuing a course highly conducive to the formation of an elevated moral character.

Let teachers once try this plan, not as an experiment, but with a determination to succeed, break down the wall of partition, bridge over the gulf existing between them and their pupils, gain their confidence, and assure them that what is for the interest of one is for the interest of both.

It may be objected that our common schools lack organization. Then organize. It takes but little time. Take the first class in reading or in any other branch of study, make one of the leading members secretary, and then, at an appointed hour every day, let each scholar give to him his report, perfect or imperfect, as the case may be, the teacher acting as president and umpire in questions that come up for decision. Some time may be spent very profitably in discussing with the pupils the proprieties of the school-room, the best standard of order, and what can be done to raise the character of the school. With this as a beginning, the other classes may easily be made to follow their lead. A perfect organization cannot be effected at once; but make a beginning, and then modify from time to time as the exigencies of the case may demand.

A spirit of healthful rivalry will soon spring up, one of the strongest incentives to right action. Those who before were ringleaders in disorder and misrule, now become the most earnest advocates of good order. As a general thing, the most troublesome scholars are such, not because they are really bad and want to create disturbance, but because they have a superabundance of life and activity which must escape somewhere. True victory is not to crush an opponent, but to make him a friend. The teacher achieves a noble victory, who, instead of attempting to crush such natures or hold them in check by fear, succeeds in securing their influence in support of the best interests of the school.

Give such a pupil something to think about, something to do; let him know that you think he can do it, that you believe in his integrity and power for good, and he becomes actively useful,—useful not only to himself and the school, but to the community and society at large. Nay, more, he will have learned the most important and the hardest lesson he can learn in a lifetime, to govern himself; and by having his powers under control, he is better fitted than he otherwise could be to give them their highest development. J. P. G.

WORDS.

ONE man reads many books, and learns little; another reads but a part of the same books, and learns much. It is because words are not thoughts. A word is only the collapsed pellicle of a thought, the empty skin of an idea, which a thinker floats to the ear, or reflects from the written page to the eye of another.

If the brain of the receiver of these pellicles is able to eliminate sufficient imagination to fill them, and he will exert sufficient force to press them out to all the angular sharpness with which they left the author, then he comprehends the author; otherwise, not. He has not stored the full sacks of wheat into his garner. He has only counted and hung up the empty bags.

The world abounds in empty heads,—full indeed, but only with empty sacks which once contained other men's ideas. Read well, rather than much. "Beware of the man of one book." M. S.

READING.

EVERY human being is constantly striving to express himself. Consciously or unconsciously he aims to show his real nature to the world and stand for what he truly is. His spirit is always at work upon his body, molding his features and figure, regulating his gait and gestures, toning his voice, that his whole physical nature may be "the outward and visible sign of his inward and spiritual grace." This work goes on constantly, day and night, sleeping and waking, and without any definite and determined action of the man's intellect, or control by his will. It is not the expression of his thought or will, but of his whole self that he is working out, and it cannot be done by one part of him to the exclusion of the others. His whole nature, animal, emotional, spiritual, as well as intellectual, must work.

As it does not lie within our intellect to know and guide this work of expression in ourselves, so it does not lie within our intellect thoroughly to comprehend and rightly to interpret the expression itself in others. We do not know what thoughts and feelings played artist with the face we look at; drew the lines of contour sharp here, and rounded to a perfect curve there; touched the lips with sunshine and the eyes with shadow. We do not know what taught the hands their trick of gesture, nor gave the voice its peculiar cadence. We can only approximate. But we feel the presence of the something that is everything.

Man has, too, his conscious mode of expression, language, which every one now born into the world takes, to a certain extent, ready made, and uses as the vehicle of his thoughts and feelings.

When this special expression agrees with the general, we recognize the harmony and believe in the man; when it disagrees, then arises a new perplexity. The more we consider the question, the graver the doubt becomes; but usually, in spite of our reason perhaps, our faith rests with that indefinable impression which the man unconsciously makes. And I think we keep nearer the truth so.

The fluent spoken language crystallizes into printed forms, and all the light which the man's voice, face, and gesture threw upon his words dies out. His writing does not represent his whole self, only so much as he willed and was able consciously to express. This definite intellectual form others take and bring back to a fresh life by breathing into it their own spirit. And the art of expression shows a new phase.

The problem grows more complicated. Now one human being is struggling to express two, himself and the writer. He does the one while trying to do the other. Himself he must always express. No man can do anything without impressing upon it his own individuality, or showing his want of marked individuality which equally reveals the man. And it seems to me, that in no way does he more clearly manifest his own general intelligence, culture, and refinement than by the way in which he interprets and gives voice to, the thoughts and feelings of others. The amount of sense and beauty and emotion that he reads out of, and into, the words, marks his capacity and maturity of thought and feeling. Tells, too, how much of an artist he is. For reading is an art. Not as a professed teacher of reading once publicly declared "an imitative art," for no true art is imitative. "In fine arts, not imitation, but creation, is the aim. In landscapes, the painter should give the suggestion of a fairer creation than we know. The details, the prose of nature he should omit, and give us only the spirit and splendor. . . . He will give the gloom of gloom, and the sunshine of sunshine. In a portrait, he must inscribe the character, and not the features, and must esteem the man who sits to him as himself only an imperfect picture or likeness of the aspiring original within." So the man who reads must inspire us with thoughts which the words never held, open to us pictures which language never painted. He must read between the lines all that finer essence of the writer's mind which escaped the imprisonment of form.

To do this beautifully is the work of genius, just as to render a song or a sonata is a work of genius, but it does not seem to be so recognized. Reading is not generally considered as one of the fine arts. Readers, who devote their lives to the study and practice of it, are not held as artists. Nor are they, as a general thing, on the ground of their own personal merit, worthy of the name. Vocal gymnasts would seem to be more appropriate; for the exhibition of the power and flexibility of the voice is the main object. As if Jenny Lind should sing, "I know that my Redeemer liveth," to show how large a hall her voice could fill, and how expertly she could catch and let go the tones. "The means have forgotten the end, they arrive with pains and sweat and fury nowhere; when all is done, it is for nothing."

I was at first incensed and contemptuous, afterwards pained and thoughtful, at an incident that happened this winter. Several hundred people had been listening with intense attention to the reading of a lecture by a man of genius. The reading was that of genius, entirely unlike any other person, fresh, individual, inspiring, and the wonderful voice thrilled one through with its magnetic power and sweetness. The close of the hour left me with heart and brain aglow. My neighbor asked an elocutionist who sat in front, "How did you like Mr. ——'s style?" "Well, I could endure it." And a smile of conscious superiority lighted the features with its blue light. And that is the sort of men, unsympathetic to the master-touch, unable to perceive any merit out of the beaten track, who stand in the position of leaders, who have devoted themselves to reading as an art, and who should therefore be a power for art in the whole community. I know that elocutionist was only one and cannot represent all, but I find my impression of the class agrees only too well with my impression of the individual, and true or false, it is only my own impressions that I am called upon to give.

Instead of being an influence for art, real, pure, and simple, such a class fosters and encourages all that showy, ranting, make-believe of which exists among the mass of our people. They hold up a false standard and perpetuate the false ideas afloat.

But these men are not merely teachers, but representatives. For in the complicated system of society in which we live, a man not only stands for himself, but, to some extent, for society, and so his reading not only stands for him but for a system. A system must be judged by its results. There are enough at hand to judge fairly of the system (if it be truly a system) of teaching reading. The elocutionists themselves, the whole array of ministers and public speakers, the multitude of people in our public schools, can all be considered. Enough has been said of the elocutionists. Ministers are proverbially bad readers; it is rarely one hears from the pulpit any real, fresh, vital expression. Public speakers are equally bad. Very likely the real reason is, that many of them have nothing to say, and voice and manner are only the loud, empty echo of hollowness. But there are many who do have something sensible if not powerful to say, and who might say it simply, if they only had force enough to break loose from the trammels of conventionality.

But worst of all is the average reading in our schools. It is pitiful to go into the primary school and hear the little children painfully and stupidly drawling out sentence after sentence which stand to them for nothing but tediousness. There is nothing bright, eager, and child-like in tone or face; one heavy idiotic sound drones through the whole line of words, and drops off at the end from its own weight.

As the grade of the school grows higher, different faults appear corresponding to the different ages. Exaggerated emphasis or affected indifference comes, as the children grow more conscious of themselves. In the high school the boys lash themselves up into a state of two-penny excitement, and tragically cry out with strained voices for "Liberty or Death," and the girls languish over some "sweet pretty piece." This ought not to be. It is not the honest expression of real children, real boys and girls. Reading has ceased to be, or rather never has been, a mode of genuine personal expression with them. They all read alike, which is proof enough that they do not read naturally, for no number of children were ever made on exactly the same plan, and their reading, if truthful, would be as varied as their natures.

Severe as the censure seems, the facts bear out the statement, that school training, in the majority of cases, ruins the reading of the pupils. I have heard parents say, "My child read very nicely, with a good deal of expression, before she went to school, but now she has the regular school tone and mannerism." This characteristic "tone and mannerism" clings to many people all their lives, and others get free only by their own exertions, when they awake to the knowledge of it, or by the unconscious working of years of maturer and truer life and thought. And so the pupils leave school with the burden of a false habit on them. If any escape, it is because they have natures strong enough to resist the school influence, or elastic enough to spring back when the pressure is removed. But schools were instituted to help, not to hurt. Good reading ought to be the common result of school training, instead of being occasionally attained in spite of it.

There must be a reform in this, as in all other departments of education, and it lies with the teachers to affect it. It will not be easy; the evil is too wide-spread. The teachers themselves are too deeply imbued with it. They must first free themselves by the power of reflection and conviction. And with reflection, conviction must come. No teacher who carefully examines results can be satisfied. And false results must come from false methods. It seems to me that the root of the evil is the teaching by imitation. It cannot help a person to express himself, to force him to imitate the expression of somebody else. "Imitation," even of the best, "is suicide." But that is the prevailing way. It begins in the lowest schools. Often after a a child has laboriously picked out the words of a sentence, the teacher, instead of asking him to say them altogether smoothly, just as if he were talking, and encouraging and helping him until he does, herself catches them up and runs them together without caring in the least what picture they should present to the child, and often with her real attention given to something else. And then the child repeats them mechanically after her, dropping some of the words, perhaps, and certainly all the sense, but neither knowing nor caring for that, intent only on imitating the sound of the teacher's voice, and getting through without further comment. If the teacher would only compare the way in which a child thus taught reads the little sentences from his book about cats and dogs, and other familiar things, with the way he announces any fact about them that he has discovered in real life, and wants to express, the utter falseness of the school-work would be fully realized.

I know there are many excuses for the teacher. She has too many to look after, to be able to give the necessary time and attention to any one; she is tired and worried with the strain of days too long for both her and the children, and cannot bring the fresh life and spirit that are indispensable to real teaching. This is a mechanical way that she can do with her brain asleep.

But it is a "murder of the innocents," and must not be. If the school system of hours and numbers were arranged on a common-sense basis, the reform would look possible, even easy. Now it is certainly difficult, and many might reason, impossible. But faith worketh wonders. If a teacher be only once really determined to do a thing, she will do it, in spite of many obstacles, in spite, too, of many failures. Ways and means will suggest themselves, and time will not be wanting. And "a little leaven leaveneth the whole lump." If she teach one thing truly, she will teach everything else better for that, and the school will grow gradually out of its tedious, dead routine, into a free, sweet life.

Children are impulsive and eager to express their fresh thoughts; but they are not reflective, have no capacity for reflective study, and cannot of course study their method of expression to any great extent. It is nature, not art, with them. They ought to have something fresh to express. Generally, they read from text-books, perhaps very good in their way, but they are kept too long in the same one; they learn it all by heart as far as the ideas go, and are only saying over and over the same thing, for the sake of the words. I doubt if they learn the words much better the second time, for they have got all the meaning out of them, and care even less about them the second time than the first. The principal of one of the Massachusetts Normal Schools suggested a wiser plan. That instead of so many text-books and series of text-books, there should be a child's paper published, perhaps twice a month, which the school should take and use for the reading exercises. This would help the children intellectually, for they would eagerly pick out the words, and would help them to read as if they cared about the reading, by giving them something that they really cared to read.

The same sort of teaching by imitation goes in the upper schools. The teacher, either intentionally or thoughtlessly, impresses his way upon his pupils, and crushes out or ignores theirs. There are very few that conscientiously try to bring out the peculiar characteristics of each individual. Very few who stop to think, when they correct a fault in a pupil, whether that thing is really a fault as judged by the universal laws of the good and the beautiful, or whether it is only a new way suggested by a new nature, and perhaps better and more beautiful than his own.

A class in reading should be to the teacher a class for real study into character. In truth, every class should be, and must be to a real teacher; but in classes of special studies, as mathematics, or the natural sciences, although they lead into everything else, yet they are in their own character specific, whereas reading is, by its nature, general. So one comes in contact with the pupil on more sides, can take better the net result of the individual. And the same sort of difference exists in the work that the teacher has to do. In special studies she must train the pupil in special directions, but in reading she must take him as a whole. She must help him to be something, and to find himself, and know what he is, before she can adequately help him to express himself.

The things that a pupil reads form a large part of his education, and begin to make an impression on him long before teachers generally perceive it. He learns the pieces that he reads again and again, and they remain firmly fixed in his memory. Almost every one, I am sure, can verify this by his own experience. I remember, very far back into my childhood's years, the flash of light that I had from Shakspeare's little candle:

> "How far that little candle throws his beams!
> So shines a good deed in a naughty world."

And the strong, deep feeling that the first lines of Bryant's "Forest Hymn" awakened. I shall never forget either the words or the feeling. Childhood and youth might have a great many more of these precious experiences to calm and purify their hurried and heated after-lives, if the teachers only realized the wants of the young souls about them.

The new text-books in reading do not improve on the old ones in their selections. There is more of popular, ephemeral writing, less of real and abiding. More of Buchanan Read and less of Milton. This is unfortunate; but an independent teacher uses what she likes of any book, and fills out the rest from other sources. And there is an advantage in the fact that outside sources are used, aside from the actual good gained from them. The pupil feels more fully that school is a part of life. The same topics are read about and talked about there, that he hears in the world around him. He sees the same books that he sees in the stores or at home, and he feels that school is real, and does mean something.

All these influences at work upon the pupils, a teacher must consider if she is to give them any true training. She must consider them in connection with all studies, if in connection with reading especially, only because it may be made to cover a wider field than the others.

I have said nothing about the necessity or means of cultivating the voice. A very important subject for a teacher to consider. That subject is a difficult oné, and requires a great deal of study. Voice-culture is not well understood. The new light which the past few years have thrown upon it only serves to make the " darkness visible' to all but the few who have devoted themselves to it.

To train the voice skillfully is a scientific work, and to prepare one's self to do it well, would require years of devoted study; the same sort of study that a professed musician must give to his art. That the teachers of public schools cannot do; but there is much which they can do, many bad habits which they can correct entirely without the aid of any other knowledge than that which observation brings with it. I do not enumerate these, nor go into the details of the simple training which almost any teacher can give her pupils, which shall develop the power, flexibility, and sweetness of the voice, because I think all the prominent faults have a source deeper than the voice itself, and are not to be cured by working merely upon it. The lifeless drawl comes from the lifeless mind, the monotonous school-tone from the monotonous school. When a teacher once realizes this, she will learn for herself ways of curing it; until then, the best methods could only have a superficial success, which is real failure.

E. A. C.

THE RIFLE TWIST.

We have many good rifle-men, but I believe few of them can give the philosophy of the twist in the barrel of their weapon. At least, I have so concluded on inquiring of them.

When I was a boy, on observing the Indian arrow to be feathered, I feathered mine, to improve its accuracy of flight. I was careful to lay the feathers as nearly parallel with the shaft as possible; but the flight was not improved. I afterwards observed that the Indian had laid his feather on with a slight twist. In that lay the secret. No arrow is perfectly straight; and in its flight it necessarily sheers, more or less, to one side or another, according to the degree of its bend. Thus, if it did not whirl on its axis, it must go wide of the mark; but whirling, the head, in attempting to sheer constantly, is only able to describe a circle, the error ever correcting itself.

The same principle holds with the ball as with the arrow. No ball is round; and, probably, none is of the same density in each of its hemispheres. It will, then, sheer like the arrow; and the remedy is the same. The twist in the rifle is equivalent to the twist of the feather, in reducing the error of the missile to a circle.

The twist retards the flight of the missile, more or less, according to the shortness of the turn; therefore no more twist is used than is necessary for tolerable directness in shooting; though the greater the number of revolutions, the less the circle of error.

Who first conceived this apt device for correcting the error in the flight of a missile, we do not know; but it has, evidently, come down to us from very ancient times, as is proved by the constant use, in Latin authors, of the verb *torquere*, to hurl (whirl), as applied to the projecting of all kinds of missiles; as, Virgil: "Spicula torquere cornu,"—To hurl the arrow from the bow. M. S.

THE TEACHERS' CHRISTIAN INFLUENCE.

FOR most of us the year's work is done. Vacation, with its sweet promise of rest for the weary body and the wearier mind, is at hand. We are almost as glad as our scholars to exchange the heated schoolroom for the cool shadow of the woods, the hum of many voices for the babbling brooks. But after a few days we find that our minds cannot be entirely at rest; released from the ordinary routine of work, they turn back to the days that are just past. Involuntarily we find ourselves searching anxiously for the fruit of the year's labor. Thank God we do not search in vain. Some of the rewards which he has promised to his workers he has bestowed upon us, unworthy as we are. Yet few of us can look back upon the year without finding many things to sadden us. And among all our failures, there is none that presses upon us so heavily as our lack of success in impressing upon our scholars their duty to God and their need of spiritual life. We know,—we feel,—that the past is irrevocable. We have allowed to pass chances of usefulness that can never return. Scholars have gone from us, who have not learned of the great Teacher, and we may never again be able to point them to Him. Shall we turn away from these painful thoughts, or shall we not rather from the very failures of the past, gather lessons which shall make us stronger for the work of the future? Let us, if we can, discover why we have not been able to exert stronger Christian influences over our scholars.

And here we turn naturally, first to ourselves. How has it been with our own hearts in the months that are past? When we ourselves live the holy, consecrated lives which we desire for our scholars; when we are so near our "Elder Brother," that we are able, daily, hourly to cast all our care upon Him; when, amid the burdens and perplexities of the school-room, we always carry that serene and patient hopefulness, which they should whose hearts are filled with the "peace which passeth understanding;" when we remember that

"Thou must be true thyself
If thou the truth would'st teach,"—

then the silent influence of our lives will be a strong power for good.

We should be very unwilling to attempt to teach any branch of which we know nothing; have we tried, then, to teach the most important of all truths, when our own hearts were not full of them? If we have failed in any of these respects, let us, first of all, wholly consecrate ourselves to God, and then we may expect his blessing on our efforts to help consecrate others.

It may be that we have not realized strongly enough the responsibilities which rest upon us as Christian teachers, the duty which we owe to our scholars to try to bring them into the service of God. "How is it," said one, in speaking of a certain school, "how is it that there is, every term, so much religious interest in that school; and why is it that so few leave there, who have not given their hearts to Christ?" "I think I can tell you," was the answer; "their teacher wanted to be a minister, and it was a great trial to him when his health compelled him to give it up; but he was a consecrated man, and he set himself about to find what work the Lord had for him to do. He took this school for his parish, and by the power of his own holy life, and by constant personal labor among his scholars, he has been able, under God, to bring many to the Master." We should all consider ourselves greatly failing in our duty as teachers, if we did not earnestly try to send our scholars out into the world with minds as thoroughly disciplined by, and furnished with, knowledge, as possible; but have we realized, that if this knowledge is not consecrated to God, it may be but a power of evil in the world? Next to that of the parents, ours is the strongest influence over these young minds, and that, too, at the very time when they are the most impressible. How shall we answer for that influence when we meet them where we must give account for the manner in which we have used the opportunities and privileges of this life?

Have we brought constantly before our scholars duty to God, as a moving principle in the government of our schools? They are to do right, not because the teacher's eye is upon them, but because they are under the eye of God. Have we endeavored to inspire them with this loftier motive? Have we shown them that we restrain and correct them because we are responsible to God for their behavior?

We have abundant opportunities to point our scholars to proofs of the might and love of our heavenly Father. In teaching the natural sciences especially, it is easy to direct the minds of our pupils "from nature up to nature's God." Have we been on the look-out for such opportunities, and taken advantage of them when they came?

Have we talked with each of our scholars on the subject of personal religion? I know this is often a very difficult matter. In a boarding-school it is comparatively easy. We meet our scholars out of the school-room. They are sometimes sick, and while caring for their bodies we can show them how much more we long to care for their souls. In a day-school it is much harder. We do not often meet the scholars out of the school-room. It is not well, perhaps, for a young teacher to mingle too familiarly with them.

We have sometimes been unwilling to speak to our scholars on the subject which lay nearest our hearts, lest our motives should be misunderstood, and we should be accused of "exerting sectarian influences," or of "trying to make proselytes." Yet when we think seriously of this reason we know that it is wrong and absurd. Thank God, the bitterness of feeling between the different religious denominations is passing away, and we hail, as an omen of good, in all parts of our land, young men's Christian associations, where Christians of all sects meet on the common basis of love to one God, and a desire to work for him. In a school where religious principle is instilled with great success, the corps of teachers, at one time, represented no less than five different denominations. When our country was engaged in her last great conflict, we cared not in what regiment our soldiers fought, if they only fought well; neither do we care in what division our scholars belong, if they are only in the army of the Lord.

So we have sometimes allowed one reason after another to prevent us from doing our duty. But this was not right. Even under the most unfavorable circumstances, if we pray and watch, the Master will surely give us some chance to speak a word for him.

And this brings me to our last question. Have we prayed for our scholars that "fervent, effectual prayer" which shall prevail? Ours is a covenant-keeping God, and what says his Word? "Ask, and thou shalt receive." "Let us not be weary in well-doing, for in due season we shall reap if we faint not." We can well understand the trembling and fear, and sense of helplessness which must have filled the hearts of the disciples on that lone mount, when the command came, "Go ye into all the world and preach the gospel to every creature;" but listen! at once came the promise, "Lo, I am with you alway, even unto the end of the world," and strong and hopeful and courageous, they went to their work. So let it be with us. As we look back to the failures of the past year, and forward to the burdens of the next, our hearts falter; but we can rest and strengthen ourselves with this promise, "The eternal God is thy refuge, and underneath are the everlasting arms." M.

It is a grand thing for a public teacher to speak with a feeling that God is behind him,—to speak so as to be only the arrow in the bow which the Almighty draws.

To the zealous learner "Alps on Alps arise." No sooner is one difficulty surmounted than some other desirable attainment appears and must be labored after.

You cannot make a more false step, or give your pupils a greater advantage over you, than by falling into a passion.

It is much if a man in his lifetime has one thought that is both original and valuable.

The pilot steers his bark by the polar star, although he never expects to become possessor of it.

SCHOOL ORDER.

Mr. EDITOR,—The last number of the Journal suggests that teachers write practical articles for its pages. I think the suggestion good, and now design acting upon it. As I am most interested *in*, so will speak *of* School Order.

The report from the *Massachusetts Teacher* interested me much, yet I could not help thinking that these men know nothing of the order, or rather the disorder, which prevails in *our common schools.* They are teachers who retain the same schools for years, and whose pupils come to them thoroughly trained for the work which they are to do. School-rooms, books, everything pertaining to their work, is of the highest order.

Enter with me my school the first day of the term. In a room which has been hacked and hewed, pencil-marked and chalk-marked, I find sixty scholars assembled. I call them to order and proceed to take their names. This is hardly begun when some one speaks aloud to his neighbor. All whisper, those sitting near the windows look out whenever a carriage passes. I find thirty-five classes to be attended to during the day. They range from the alphabet to the higher algebra.

Proceeding with the recitations, I find the reading class wholly deficient in the most important elements of good reading, clearness and accuracy. As to the elementary sounds they have never heard of them, and laugh in my face while I give the sounds of the vowels. I find the knowledge of arithmetic equal to that of reading. There is no mental work. And so of every class. The day passes, and I go home weary in mind and body.

During the week twenty more are added to the already crowded school. I am to have the school three months. I determine to do all in my power in that time. I work unceasingly, both in the school and out. What is the effect? The good is meagre enough even to me, and more so to the worthy Mr. D. who officiates as committee. At last the term closes. I am paid the paltry sum which has been earned, and seek a new field.

Reader, this is no fancy sketch, but real. There are scores of schools in every county whose teachers will find the first day of the present term, yes, of many terms, here described. Well, what do I propose? I am a woman, consequently I propose nothing; but were I a *power* in the State, I would go to the root of the matter and legislate against the difficulties which teachers have to contend with.

There are frequently to be found in our schools arithmetics, grammars, etc., of five or six authors, and a series of six reading books. While these things are allowed, the ability and strength of our best teachers must be, in a great measure, wasted. But "let us have *live* teachers." Yes, when the present ones have killed themselves with their work, we will get new ones to fill their places, and give them the privilege of doing the same. E. W. P.

WHISPERING.

If whispering is not the "root of all evil" in school, it certainly is the source of an infinite amount of trouble and vexation to the teacher, as well as of a long catalogue of woes to the pupils. "Can you tell me," says a correspondent, "how to stop whispering?" "Can you tell how to manage a school," would be the more appropriate inquiry. There is no general rule by which a teacher can infallibly put a stop to whispering. As in everything else connected with the governing of a school, the method to be pursued depends altogether upon the circumstances of the case in hand. Nevertheless, there are some general principles which it is well to consider in connection with this subject.

In the first place, it is an unwise course for a teacher to treat all whispering as a heinous crime. Whispering is very seldom criminal in its intent, especially on the part of young pupils. It is a disturbance in school for which the pupil has very strong temptations, and yet he may seldom look upon the practice as a disturbance. Very much of the transgression of rules in schools is the result of thoughtlessness and heedlessness, and not of criminal intent or of premeditated wrong. It is often such a gratification for a pupil to whisper, and it is so natural for children to gratify their momentary desires, that they yield to temptation without stopping to think that it is a serious disturbance of the school and a practice that interferes with all its healthy work and success. There may be, and are, indeed, instances where vicious pupils whisper with malice aforethought, and intent to disturb the school. But such cases are rare, and should not be the guide of the teacher in his course of discipline to put a stop to this practice.

Any prohibition of this evil should not be directed against whispering merely, but against *communication in every form.* If the term whispering only is used, pupils will not regard gestures, written notes, etc. etc., as violations of the rule; and, indeed, they are not. But when communications of every kind are forbidden, it takes away from pupils all opportunities to evade the spirit of the law, and yet not seem to violate the letter.

Avoid affixing any particular penalty for *all cases* of communication. The teacher who says: "Every pupil who communicates shall be punished," will be likely to have much trouble before all communications in that school are stopped. Not that we think pupils who communicate should never be punished. Far from that. Such pupils must sometimes be punished severely. But there are other methods which will sometimes do better. Besides, we do not believe in naming beforehand penalties for violation of the rules of school. Let it be distinctly understood that communicating will not be allowed, and if perpetrated will not pass unnoticed; and then when a case of violation occurs, adapt the penalty to the case; but be sure and not pass it over without some kind of punishment, reproof, or notice.

Some teachers allow pupils to communicate concerning their lessons, but not about anything else. We have no words to spend on such a foolish policy as that. It is fraught with mischief, and can never be productive of good, but always of harm. *Prohibit it entirely.*

The practice of allowing pupils to have permission to communicate, to visit each other's seats and communicate about school work, is a bad one. It should never be allowed. And we would extend the prohibition to those pupils who occupy the same desk together. Pupils should be taught self-reliance, and if they are allowed to communicate under certain circumstances, they will fail to form the resolution to get along without any kind of communication at all; which is the only sure way for them to fortify themselves against the temptation to violate the rule.

Strive to convince your pupils that communication is a very serious disturbance of the school; that however gratifying it may be to them, it interferes with the good of the school; that it thwarts the best efforts of the teacher, is a wrong to other pupils, and to themselves. In this way many well-disposed pupils will really make an effort to break up the habit of frequent communication into which they may have fallen. When they do make such an effort, encourage them in it. Show them how to break up a bad habit, and also how to form a good one and persevere in it. Herein lies the secret of reforming bad pupils, and of correcting the loose habits of careless and thoughtless ones. This course will win over hostile pupils to coöperate with you. Pupils who are governed solely by the crushing process are still against you; but when you turn one from the error of his ways and make him your friend, you have a powerful auxiliary in all that pertains to the good of the school.

Our last suggestion, and we are obliged to make this article short, is this: Give your school to understand that communication must be stopped, that you cannot tolerate it; and then be *unflinching in your determination.* Be reasonable in your course with your pupils, and do not expect that a bad habit, which prevails generally, can be stopped at once. But if pupils do not do their part toward checking the evil; if they are disposed to trifle in the matter, show them that under your administration wrong-doing meets with summary punishment. Be careful and not shrink from such a duty because it is a disagreeable one. Not only your comfort and success as a teacher, but the welfare of your pupils depend upon your doing your duty faithfully and fully: The pupil who will seek to violate one of your rules in school will be made either worse or better by the course you pursue with him. See to it that a wrong bias of character is not charged to your faltering in duty.

When pupils persist in the habit of communicating, or will not do what they ought to do toward checking it, it is often a good plan to stop their recitations and studies, and to take their books away from them, and, sometimes, to seat them where they can have no temptation or opportunity to communicate. Let them understand that if they can do but one thing at a time, they must first learn to govern themselves—to stop communication; and that when that has been secured, they can resume their school work; *but not before.* We have generally found this the most efficient means to be used in troublesome cases. A few examples of this kind will have a salutary effect upon the whole school. But when such a course is attempted, it must be followed up with persistence. It will not do to be intimidated by threats of the pupil to leave the school, or by threatened interference of parents, or talk about "loss of time," etc. etc. The teacher has an unquestioned right to secure obedience to reasonable rules, and such obedience should be insisted upon, if need be, to the exclusion of all other considerations.

Set your face against communications of every kind in your school. Be reasonable and patient, but firm. A. P. S.

THE CHILDREN.

BY CHARLES DICKENS.

WHEN the lessons and tasks are all ended,
And the school for the day is dismissed,
And the little ones gather around me,
To bid me good-night and be kissed;
Oh! the little white arms that encircle
My neck in a tender embrace,
Oh! the smiles that are halos of heaven,
Shedding sunshine of love on my face.

And, when they are gone, I sit dreaming
Of my childhood, too lovely to last;
Of love that my heart will remember,
While it wakes to the pulse of the past,
Ere the world and its wickedness made me
A partner of sorrow and sin;
When the glory of God was about me,
And the glory of gladness within.

Oh! my heart grows weak as a woman's
And the fountains of feeling will flow,
When I think of the paths steep and stony,
Where the feet of the dear ones must go;
Of the mountains of sin hanging o'er them,
Of the tempest of Fate blowing wild;
Oh! there's nothing on earth half so holy
As the innocent heart of a child!

They are idols of homes and of households;
They are angels of God in disguise;
His sunlight still sleeps in their tresses;
His glory still gleams in their eyes.

Oh! those truants from home and from heaven,
  They have made me more manly and mild!
And I know now, how Jesus could liken
  The kingdom of God to a child.

I ask not a life for the dear ones,
  All radiant, as others have done,
But that life may have just enough shadow
  To temper the glare of the sun;
I would pray God to guard them from evil,
  But my prayer would bound back to myself;
Ah! a seraph may pray for a sinner,
  But a sinner must pray for himself.

The twig is so easily bended,
  I have banished the rule and the rod;
I have taught them the goodness of knowledge,
  They have taught me the goodness of God;
My heart is a dungeon of darkness,
  Where I shut them for breaking the rule:
My frown is sufficient correction;
  My love is the law of the school.

I shall leave the old house in the autumn,
  To traverse its threshold no more;
Ah! how I shall sigh for the dear ones,
  That meet me each morn at the door!
I shall miss the "good-nights" and the kisses,
  And the gush of their innocent glee,
The group on the green, and the flowers
  That are brought every morning to me.

I shall miss them at morn and at even,
  Their song in the school and the street;
I shall miss the low hum of their voices,
  And the tramp of their delicate feet.
When the lessons are all ended,
  And Death says, "The school is dismissed!"
May the little ones gather around me,
  To bid me good-night and be kissed.

THE TOTAL ECLIPSE.—Scientific men are upon the *qui vive* in regard to the total eclipse which is to take place Aug. 7. It will not be seen as total in New England, but will be witnessed in some parts of our country. Total eclipses occur somewhere on the earth at intervals not very great; but their repeated occurrence at the same place is generally quite rare. During the space of 575 years, from 1140 to 1715, there was not a single total eclipse at London; and there has not been one at Paris for more than a century and a half. Such has been the improvement in astronomical instruments and methods of observation, that important results to astronomy are anticipated from the forthcoming eclipse.

OBEDIENCE IN SCHOOLS.

DISCUSSION AT THE EDUCATIONAL ROOM, BOSTON, MAY 1st.

THE Chairman, Mr. Howard, of Newton. Obedience consists in performing an action because another, having competent authority, has enjoined it. Acts commonly regarded as those of obedience may be referred to two classes; namely, those which are to be performed because the order is given, without any further exercise of reason than is required to admit the authority of the command; and, secondly, acts performed to obtain a reward, or to meet the demands of a sensitive conscience. According to our definition the latter are not true acts of obedience, having only the form without the right motive or spirit; and yet I believe it to be a fact, that most of the "obedience" secured by teachers is of the second class. Let me illustrate. An earnest teacher wishes to prevent whispering in his school. He spends some time in laying before his pupils the evils connected with it, and, by his remarks, so educates their consciences that they look upon it as wrong, and are stimulated to make more vigorous efforts to abstain from it. The desired end is accomplished, but the teacher is not obeyed, the boys have only acted conscientiously. Some might say that the question of obedience is of no moment, provided the desired end is gained; but is there not an important work to be accomplished in this direction? Are we to be satisfied with outward acts of compliance through appeals to the conscience, or are we to train the child to an implicit obedience to authority which lies wholly without himself?

Here arise some questions in my own mind, which are matters of serious moment—whether it is not one of the faults of a republican form of government that it weakens respect for authority; whether it is not the teaching of many of our social institutions to consider obedience to constituted power a matter of policy rather than duty; and whether our common schools are not negligent in securing that training which will make their graduates law-abiding and law-obeying citizens. In carefully reading several works on teaching, I have found the chapters on government mainly devoted to presenting a variety of arts and contrivances for securing the proper order of the schoolroom, and almost nothing said about securing obedience as such. As an instance of the latter, I recollect a teacher who punished a pupil for some misdemeanor, and secured thereafter a promise of obedience to his requirements. Then, to test the reliability of the promise, he ordered the scholar to pick up a number of small pieces of paper singly and place them on his desk. This being done, the teacher brushed them off, and had them picked up and placed singly upon the desk again.

Now, I ask, is it not advisable, at times, to make such demands upon the scholars as will secure from them a prompt, unquestioning habit of obedience to authority? Every government, to be effective, must be constituted with a strong central power; there must be at its head one who can rule. That body of individuals is the best managed in which each person feels that his actions, possessions, and powers are at the command of the authorized ruler. The subjects need not feel burdened nor oppressed any more than did the loyal men who went forth to battle for our country at its call. Conscience might say, "Thou shalt not kill;" law said, "Fight to maintain my just supremacy," and law was to be obeyed. Now, can we educate our youth to the performance of manly duties by coaxing from them acts of obedience, or by paying for them with rewards? Do we send them forth with the highest motives to action, if they are not furnished with an ever-present and authoritative "must" as a controlling force?

The great Teacher inculcated obedience to earthly governments when he bade his disciples to "render unto Cæsar the things that are Cæsar's;" and his followers when they said, "Be subject to principalities and powers," "Obey them that have rule over you, and submit yourselves." If it is our duty to secure moral as well as mental discipline, merely obtaining a state of "order" is not all that is meant by enforcing obedience. We must train the child to become a law-abiding citizen, because of the respect which the law demands; we must teach him to become a dutiful child in the family of God, where the divine commands are not to be weighed and discussed before obeying. If we do not secure this unquestioning obedience without resorting to systems of urging, coaxing, or appeals to conscience, are we not defeating the ends in obedience which we ought to attain?

Mr. Willis, of Boston. I shall venture to differ from the Chairman, not in respect to obedience as an essential requirement, but in regard to making it a matter of importance for its own sake. The word has always appeared hard and harsh to me, and calls to mind sternness and violence. It seems to have its ground in the sense of fear; and as long as it is the prominent thought in a person's mind, "I must obey," the sentence will proceed with "for fear," etc. It is true, that in every government fear has a place; but as rapidly as the intelligence of the subject comprehends the design and necessity of law and order, fear wanes, and love and respect increase. If a person is above all inclination to violate law, the law is as if it were not to him. He is a law unto himself. Now, a school exhibits all the diversities of motive to action which are manifested in the world at large, with the probable advantage of having the inexperience, and comparatively innocent as its inhabitants. If, then, the interests of the school can be secured by no obedience in its fearful sense, but by a cheerful and hearty acquiescence in needful requirements, the feeling of a mighty force bearing down and about to crush, will yield to the buoyancy and happiness of the spirit of love.

Experience shows that it would not be safe to trust to love alone, in the first association of teacher and pupil. It takes time for each party to learn whether the other is lovable, and only so rapidly as this mutual comprehension proceeds can the element of fear fall into disuse. The reins must be drawn in at first, and slackened only as fast as the character of the steed is determined.

The most successful school I have ever known was one where every pupil stood in mortal dread of the teacher; not because he was terrible in threats or punishments, but because he made a few very simple requirements, and then stood firmly by them. Every scholar could readily apprehend, and readily perform all, and he knew that he must; there was no escape. If the brief lesson was not learned in school, it must be learned out of school; and every pupil must know completely everything that was to be known. There was no oversight of trifling defects; they must be remedied.

With this inflexible authority there was coupled wonderful enthusiasm. The teacher was more interested in the pupil's real progress and in his studies than in any and all things else. The result was remarkable in every respect. The amount of work accomplished was prodigious, and in three months the sense of overwhelming fear was developed into filial and parental affection. The pupils violated no rules, for they had no inclination to do so; they were so interested in their studies that they seemed to be unconscious of the existence of rule, and had one of their number attempted to disturb the labors of the room, the others would have been more severe toward him than even the master himself. They took their teacher's part, and sided with him in all things, for he had proved himself worthy of their fellowship and love. An observer could see the change which assed over them. In one year the thoughtfulness of manhood had been reached; not a thoughtfulness of obedience, but of excellence. There is a restraint under law, and a license without law: but there is something better than either, and that is liberty with law; and if we would have our pupils attain to the best citizenship, we shall do well to inculcate a love of country, and a love of those in authority, rather than try to train them to obedience as a virtue in itself and for itself.

Mr.———. Must not a child learn to obey in order that he may obey on reaching manhood? In our families we require that our offspring do without question or delay all we desire, and the domestic system is undoubtedly the basis of the best forms of government. There is one phase of school management upon which I should like to receive instruction; and that is, how to secure obedience with good feeling. There are always some pupils who have to be dragged forward; they hold back, and will obey only because they are obliged to; and sometimes the teacher is unable to secure obedience under any circumstances, and must turn them away from the school. Is there any way of instilling or developing such a sense of right and duty in them as they ought to possess?

Mr. HAGAR. I do not believe in authority for the sake of authority, but would regard that kind of school obedience as best which will fit the pupils, most efficiently, for their duties in society. One man,—and there are many such, who have the reputation of being honorable men,—may obey law from a fear of its penalties. He will gauge his actions so skillfully that he will just escape becoming amenable to the laws, and will pass, as the world says, for a shrewd, smart man. Another is actuated by a sense of right. He is unconcerned about courts of justice and police officers. He never asks, "What saith the law?" or "How far can I go without violating its letter?" But there dwells within him a noble determination to abstain from wrong-doing, because he would be conscious of unworthiness if he indulged in it; and to cleave to the right, for only so could his true dignity and manliness be attained. I need not ask which of these is the better man, and consequently the better citizen. Every person should be guided by his judgment, under the control of an enlightened conscience; and we should train our boys and girls to do that which is just and right, in all circumstances, without regard to the limits of the law. But, you say, what shall be done with those who will not be governed by a sense of right? I affirm that they must be made to obey, not purely for the sake of obedience, but for the attainment of the object for which obedience is required.

If one is governed by fear, he is governed only while conscious of the presence and power of the object for which he fears; yet it is then better for him and safer for society than that he should become ungovernable. The question, whether one will or will not obey a law, depends sometimes upon the bearing of that law upon him, or his own opinion about its justice. Thus, whether there should exist a prohibitory or a license liquor-law in this State would be a matter of indifference to me personally, for neither of them would directly affect me, but when the fugitive-slave law was in force, had I been called upon to assist in arresting a black man fleeing from bondage, I would have refused to do so, and have faced the penalty for my disobedience; for disobedience to a law of man is sometimes demanded by fealty to the law of God. Is, then, a man to set up his private judgment against law? Certainly, at times, just as properly as he may exercise it in favor of law; yet, although I may think a law unwise, I may not, under circumstances, find it my duty to violate that law. A scholar will, whether obedient or disobedient, use his judgment in respect to school laws; and it behooves the teacher to see that no law is made for the mere show of authority. Every law should be obviously wise, and the administration of it also wise, and always kindly in spirit. A teacher is neither to be a despot nor autocrat. He is to recognize the fact that his coöperation with the pupils, and theirs with him, is the only method of securing efficient government. In some schools, it is not unwise to ask the opinion of the pupils concerning a known evil, and the best method of remedying it. Then let there be mutually fixed upon and established a rule to which all agree. In this course, the will of the pupils is not in opposition to that of the teacher, and there is no danger of their arraying themselves against him, as there might be if he should arbitrarily lay down a law not easily understood, or unnecessarily severe. That obedience is the best which arises from an interest in the objects to be secured through its practice. In my own school, the question brought forward for consideration is, "How shall we, teachers and pupils, manage the school?" and I deem it important to consider such subjects with my pupils, because they all intend to become teachers. To what extent this course may be pursued in schools of a different character, it is for the judgment of teachers to determine.—*Mass. Teacher.*

A GERMAN KINDERGARTEN.

Perhaps a better idea cannot be presented of the working of a kindergarten than a description of the way the principal one in Bremen is conducted, and which I have had occasion to visit. Many of the children are so small that they need to be conducted thither by older persons, when they are met at the door by a servant, who relieves them of hats, coats, shawl, and lunch-box, care being taken, however, that each child aids in adjusting its own things, and having a fixed place for all. The proprietress—Miss Grabau—is assisted by two other ladies. The school is divided into two classes, either one or the other of which is nearly always in the large hall for exercise, or working in the little gardens out of doors. In the school-room each scholar is provided with a neat and comfortable desk and chair, and is taught to regard them as his own property. The employments are worsted-work, knitting, elementary drawing, and every other imaginable thing which is supposed to furnish such young fingers and minds with combined skill and amusement. The children have patterns before them for everything they are to do, and the teacher personally superintends them in each little labor, when every pains is taken to impart as much elementary instruction as possible. For example, if a little girl is at work on a book-mark, or a lamp-mat, she is taught imitation, combination, perspective, counting, the alphabet, and many other things. As soon as she is tired of one employment, she is at liberty to begin something else that she may like. Thus all weariness is avoided.

The room for exercise is very large, and like the school-room, neatly ornamented with pictures, and when the children are in it they are under the care of a teacher, who has them go through many gymnastic exercises. This is the most interesting feature of the kindergarten. The children, boys and girls promiscuously, are directed to assume a certain position. It may be that of a regiment drawn up in line of battle. The teacher then commences a story about a certain battle; then comes some stirring song, when all sing it together, and then the battle commences in right good earnest. After the great victory is won, the teacher narrates a peaceful story in verse, which the children have also been previously taught, and which they repeat with her, going through with all the gymnastic exercises suggested by the verses. For instance, she tells of a great pigeon-house, out of which the pigeons come one by one, some fly slowly and others more rapidly; others go off and hop around on the ground, while others light on the chairs, some get tired, and others fall down, and thus the supposed movements of a whole flock of pigeons are represented by the children.

Afterward, the teacher may begin to tell in prose about an old blacksmith, and by-and-by she reaches the verses telling of his anvil, bellows, red-hot iron, and great hammer, when the children sing with her, and the whole room is transformed for a time into a great smithy, and all the little folks industriously and laughingly playing blacksmith. Another song tells about walking over a heath, where at last a great pond is reached. The frogs are heard to croak, and seen to leap into the pond. During this time the entire class becomes a large group of similar croakers. In all these initiatory exercises the children preserve strict order, but their risible propensities are but little restrained. Just as soon as the slightest fatigue or decrease in interest is observed, the exercises are changed, when the class is immediately taken into another room, or else into the garden. About one-half of the time seems to be devoted to the gymnastic and horticultural employments, and the other half to the light manual labor at the desks in the school-room proper.

There are a great many of these half-poetical and half-prose stories, having somewhat of a theatrical character, taught and performed in the kindergarten. I have at hand a volume which contains fifty in all, profusely illustrated. Some of the titles are: "The Mouse and the Cat," "The Ants," "The Stork and the Frogs," "The Butterfly," "The Grasshoppers and the Worm," and "The Horse-chestnut Tree." Each of these stories requires perhaps from ten to fifteen minutes to repeat and perform.

The exercises and employments at the kindergarten are sure to be brought away by the children, and enter largely into their home life. If you send your little folks to one of them for three months, you may expect, for a long time afterward, to see them hopping about your premises like frogs, leaping like deer, springing like cats, and, as nearly as they can, flying like swallows, barking like dogs, swimming like fish, swinging like tree-tops, sailing like boats, and chattering like magpies.—*Dr. Hurst.*

DRAWING IN PUBLIC SCHOOLS.

In the Report of the State Superintendent of Public Instruction of Connecticut, we find a letter from Prof. Louis Bail, of the *Sheffield Scientific School*, Yale College, addressed to the Superintendent, which we give below:

Sheffield Scientific School,
Engineering Department, May 1, 1869.

B. G. Northrop, Secretary State Board of Education:

Dear Sir,—In compliance with your request, I furnish the following plan, in accordance with which, in my opinion, drawing can be most profitably and successfully introduced into our public schools.

The most economical, and it seems to me the best plan, would be to instruct the teachers in a uniform and practical system of drawing, as otherwise drawing-teachers must be employed to carry out the system in a successful manner. Drawing should be taught in our public schools not with a view to training artists or "picture-makers," but the principal aim should be to train the hand and the eye of the pupils for practical purposes. When the pupils are prepared in the elementary exercises, they should commence drawing from geometrical figures, made of wood or pasteboard, which is practical perspective, and includes an explanation of the rules of perspective. This is one of the most important branches of object-drawing. This practice gives great facility in drawing all objects as they appear to the eye, and in arriving at a true expression of nature. When sufficient progress has been made, simple ornaments should be introduced on charts on a large scale, and explained by the use of the blackboard. The ornaments presented for the study of outline should be composed of a few simple elementary lines, easily analyzed and understood.

These ornaments should be resolved into their elementary lines, as a word is resolved into the letters of which it is composed. The anatomy of drawing, thus taken to pieces and put together again, becomes so fixed in the mind of the pupil, that a perfect understanding of the principles of drawing cannot fail to be the result. After the pupils have drawn the figure correctly from the blackboard or chart, the pattern should be removed, and they should be required to make the same drawing from memory. The exercise will greatly strengthen the memory in form and design. Many pupils draw for years, and yet are unable to produce a simple figure from memory, much less to make a design. Drawing should be read and understood, then it should be fixed in the memory. It should be made useful and practical, like writing, for it is really only another mode of writing, fitted to convey and express thought in many cases in which language alone entirely fails to give an adequate idea.

The use of the blackboard is invaluable in training large classes. *Small patterns* placed within reach of the pupils are too great a temptation to mechanical measurement, which is a serious drawback in the correct training of the eye.

When pupils in the higher classes have acquired a good degree of skill in analyzing and combining, *shading* may be introduced, either from plaster models or natural objects; and geometrical drawing and linear perspective should also be taught. Where a High School is maintained, it should have the benefit of a professional drawing-master. Select pupils from other schools might, as a mark of distinction, be sent to the High School to receive special instruction in drawing.

I have no doubt that the introduction of elementary drawing into all our public schools would prove a wise economy, tending to make the community richer by making all our mechanics more tasteful and skillful, and by developing talent and genius that would otherwise be unproductive.

Yours, truly,

LOUIS BAIL.

AN EDUCATIONAL INCIDENT.—A correspondent of the Salem *Register*, writing from Fort Smith, Ark., says the other day an Arkansas man was taking two sisters to Texas to be educated. On being asked why he did not put them into a good academy at Little Rock, he replied that it was a Yankee affair, and as for the public schools, his children should die of starvation before he would let them go to a public school organized and taught by Yankees. The man might have been of the "first families," but when he wanted to find his state-room on the steamboat he had to ask a Yankee officer to find it for him, for he couldn't read the number on the door.

RESIDENT EDITOR'S DEPARTMENT.

THE MEETING AT PORTSMOUTH.

We give elsewhere the full programme of the meeting of the American Institute of Instruction at Portsmouth, Aug. 3, 4, 5, including railroad and hotel arrangements. It is not often that this association meets so near us, and we hope Maine teachers will be in attendance in large numbers. We have no doubt it will be an interesting occasion. It will certainly be a profitable one for teachers to assemble and make acquaintances, and to interchange views upon their common work. It will be a good investment to go to Portsmouth.

TEACHERS' INSTITUTES.

Superintendent Johnson has made his arrangements for the Fall session of institutes, which are to commence at Waterville, Aug. 30. There will be two Institutes in session in different parts of the State at the same time. One series will be under the direction of D. H. Cruttenden, of New York, and the other will be led by F. A. Allen, of Pennsylvania. Both of these gentlemen are men of experience in conducting Institutes, and are teachers of the first class. They will be assisted by Dr. True, Supervisor of Oxford county, and C. B. Stetson, Supervisor of Androscoggin county, and others. There will be two sessions of five days each in each county. The daytime will be devoted to technical instruction, and the evening to popular lectures. These institutes should be rich seasons for teachers and people. The following is the Calendar for Institutes for 1869:

CRUTTENDEN.	
Waterville	Aug. 30
Calais	Sept. 6
Machias	" 13
Ellsworth	" 20
Castine	" 27
Belfast	Oct. 4
Unity	" 11
Union	" 18
Rockland	" 25
Waldoboro'	Nov. 1
New Castle	" 8
Richmond	" 15
Gorham	" 29
Bridgton	Dec. 6
Limerick	" 13
Biddeford	" 20

ALLEN.	
Fort Fairfield	Sept. 6
Houlton	" 13
Orono	" 20
Newport	" 27
Monson	Oct. 4
Dover	" 11
Skowhegan	" 18
New Portland	" 25
New Sharon	Nov. 1
Wilton	" 8
Livermore	" 15
Bethel	" 29
Norway	Dec. 6
Lewiston	" 13
Bath	" 20
Augusta	" 27

CIRCULAR FROM THE STATE SUPERINTENDENT.

There is so much good advice in the following circular addressed to the several school committees of the State, that we insert it entire, hoping that it will be generally read by teachers and parents:

AUGUSTA, July, 1869.

Gentlemen of the School Committee:

I desire to call your attention to the following:

1st. Have you received from teachers and district agents all the required returns for the last school year, and transmitted the same with your reports to the State Superintendent's office? If you have not, will you please complete such returns according to Sections 49 and 50, School Laws, and thus avoid the delinquent list in the forthcoming Annual School Report of the Superintendent.

2d. Will you please use your best efforts to aid in filling our Normal Schools this coming Fall Term, to their utmost capacity. We are in great want of efficient teachers. The Normal Schools at Farmington and Castine, were established to meet this want. Supported by the State, they are especially the people's schools. Well equipped with faithful instructors, as they are, they should furnish every year scores of young men and women fully prepared to do good service in our common schools. But the Normal School cannot furnish the supply unless students in large numbers enter upon and continue through the prescribed course of two years. It devolves, therefore, upon educators and upon School Committees especially, to make these schools known to our young men and women, and to urge upon all proposing to teach the great necessity of such a preparatory drill as the Normal School affords, combining thorough training with the greatest economy. Can you not send at least one student for each member of the committee? You will thus do most excellent educational service, and contribute incalculable aid toward advancing the general standard of teaching. Visit the Normal Schools and make yourselves acquainted with improved methods of instruction. Criticise teachers and pupils. They are your schools, and yours is the right and duty to inspect them thoroughly. Confer personally with the Principals. Draw as many teachers as you can from the graduating classes, and thus infuse a new educational life into your own community. The school at Castine commences Aug. 18th, and the school at Farmington, Aug. 26th. Each term continues fourteen weeks.

3d. Be preparing for the fall and winter schools. Announce at an early day to the agents the days appointed for examination of teachers, that agents may notify teachers when engaging them. You will thus avoid extra labor and allow ample time to agents to engage other teachers in place of those rejected by you. Do not fail to reject an incompetent teacher. *Make no compromise with ignorance.* The people cannot afford to employ persons unqualified for the sacred duties of training their sons and daughters. The children can be employed better at home than placed under the tuition of a quack pedagogue. Conduct your examinations thoroughly, conscientiously,—only thus will you send into the schools thorough, conscientious instructors.

4th. Come out in full force to attend the annual County Institutes. These are emphatically the yearly Educational "Fairs"—educators should exhibit as much earnestness and solicitude in presenting at the Institutes the best results of their experience and wisdom, as agriculturists do at their "shows," artisans at their "exhibitions," or merchants at their "conventions." Kindle an enthusiasm among your teachers to share in the benefits of the Institute, and thus add largely to the efficiency and vigor of our common-school system.

Lastly.—Realise that upon your personal efforts and influence depends in the largest measure the success of our public schools. You confer upon the teacher the high privilege of entering upon the duties of the school-room. You watch him in his labors, and are therefore responsible for ill or good results. You know the condition of the schools. Are the rooms crowded, inconvenient, badly lighted, worse ventilated, overheated, or unhealthy in other ways? You are the Sanitary Committee for the great army of our youth, and your suggestions and personal influence must effect the desired changes. You are at present the great intermediate agency between the State and her children, for whom she entreats at your hands a good, sound, common-school training. Through you, principally, can the State Superintendent and County Supervisors make themselves felt in their endeavors to advance the educational interests of the State. I entreat, therefore, your hearty coöperation and assistance. Earnestly hoping to see you at the educational office, or to meet you personally at your homes,

I remain, your obedient servant,
WARREN JOHNSON,
State Sup't Common Schools.

THE AMERICAN INSTITUTE OF INSTRUCTION.

The *Fortieth Annual Meeting* of this Association will be held in Congress Hall, Portsmouth, N. H., on the 3d, 4th, and 5th of August.

TUESDAY, Aug. 3d. The meeting will be organized at 2½ o'clock, P. M. After the customary opening exercises, there will be a discussion upon *The Supervision and Inspection of Schools.* In the evening a lecture will be delivered by the Hon. Joseph White, Secretary of the Massachusetts Board of Education.

WEDNESDAY, Aug. 4th. The Association will meet at 9 o'clock, A. M. Topic for discussion: *Secondary Education.*

At 10½ o'clock, a lecture will be delivered by Prof. E. S. Morse, of the Peabody Institute, Salem. Subject: *Object Lessons in Natural History.* A discussion upon the subject of the lecture will follow.

At 2½ P. M., Mr. L. W. Mason, Instructor of Music in the Boston Primary Schools, will illustrate his method of teaching young children. A discussion will follow. Subject: *Music in Public Schools—Methods of Teaching.*

This will be followed by another discussion. Subject: *To what extent should Oral Instruction take the place of text-books in schools?*

At 8 o'clock, P. M., a lecture will be delivered by Pres. J. T. Champlin, of Waterville College, Me. Subject: *Our Common School System.*

THURSDAY, Aug. 5th. At 9 o'clock, A. M., a discussion. Subject: *The Examination and the Certificating of Teachers.*

At 10 1-2 o'clock, a lecture by Prof. John S. Woodman, of Dartmouth College. Subject: *Drawing.* A discussion will follow.

At 2 o'clock, P. M., the election of officers and the transaction of business. Afterwards, a discussion. Subject: *The Proper Scope and Plan of Courses of Study for Public Schools.*

The evening will be occupied by short addresses from prominent educators.

The hospitalities of the citizens of Portsmouth will be extended to the ladies attending the Institute. Gentlemen will find accommodations at the hotels. The rates are as follows: *Rockingham House*, $3.50; *Kearsarge*, $2.50; *Franklin*, $2.00; *National*, $2.00, per day.

The Secretary will furnish *Return Tickets* to those who come over the following railroads to attend the meeting: Eastern; Boston and Maine; Boston and Albany; Boston and Providence; Grand Trunk; Boston, Concord, and Montreal; New Bedford and Taunton; Concord; Housatonic; South Shore; Cape Cod; Cape Cod Central; Providence, Warren, and Bristol; Connecticut River; Portland and Kennebec; Portland, Saco, and Portsmouth; Boston, Concord, and Fitchburg; Taunton Branch; and New London Northern.

Those who come over the Northern, Concord and Claremont, and Contoocook, must obtain their return tickets of the ticket-masters when they purchase their regular tickets.

JOHN KNEELAND, *President.*
D. W. JONES, *Secretary.*

BOSTON, July 12, 1869.

NATIONAL EDUCATIONAL CONVENTIONS IN TRENTON, NEW JERSEY, AUGUST 16-20, 1869.

NATIONAL SUPERINTENDENTS' ASSOCIATION.—*Monday, August* 16, 1869. 11 A. M. A general meeting of the officers and directors of the National Superintendents', Normal School, and Teachers' Associations, for arrangement of business.

All friends of education are invited to assist and make suggestions, by which the success of the convention and the comfort of members in attendance may be secured.

3 P. M. Opening exercises and address by the president. 3 1-2. A paper by the Rev. George A. Leakin, of Maryland: "The Periodic Law as applied to Education." 8 P. M. A paper by H. F. Harrington, Superintendent of Public Schools, New Bedford, Mass. 8 1-2 P. M. A paper by B. G. Northrop, Secretary of the State Board of Education, Conn. to be followed by a discussion,—" Should Public Schools be Free, or Supported in part by Rate Bills."

J. W. BULKLEY, *New York, President.*
L. VAN BOKKELEN, *Maryland, Secretary.*

AMERICAN NORMAL SCHOOL ASSOCIATION.— *Tuesday, August* 17, 1869. 9 1-2 A. M. Opening exercises and address. 10 A. M. A paper by Rev. Joseph Alden, LL. D. President of the New York State Normal School, at Albany: "How shall Pupils be taught to teach?" 11 A. M. Lecture by Prof. Phelps, Principal of State Normal School, Minnesota:

"School Architecture, with some account of the New Normal School Building at Winona, and of the Educational Ideas which it embodies." 2 1-2 P. M. A paper by Prof. Fordyce A. Allen, Principal of State Normal School, Mansfield, Penn.: "Course of Study for a Normal School." 3 1-2 P. M. Lecture by Prof. John C. Harkness, President of State Normal University, Wilmington, Del.: "Normal Principles of Education." 8 P. M. A paper by Prof. Brooks, Principal of State Normal School, Millersville, Penn.: "The Spiritual Element of Education."

M. A. NEWELL, *Maryland, President.*

A. L. BARBER, *Washington, D. C., Secretary.*

NATIONAL TEACHERS' ASSOCIATION.—*Wednesday, August* 18, 1869. 9 A. M. A general meeting for preliminary business: also meeting of Superintendents' and Normal School Associations to hear reports of committees, and to elect officers of those associations for the ensuing year. 10 A. M. Opening exercises of the National Teachers' Association: Addresses of welcome, by Gov. Randolph, in behalf of the New Jersey State Board of Education, and Ex-Gov. Parker, in behalf of the New Jersey State Normal School. Response by the president. 11 A. M. Exercise in vocal culture, by Miss Swayze, of State Normal School, New Jersey. 11 1-2 A. M. Appointment of committees; announcements by the secretary; reception of new members, etc. 2 1-2 P. M. Paper by Z. Richards, Superintendent of Public Schools, Washington, D. C.: "Elementary Schools—Radical Defects and Radical Remedies." 3 1-2 P. M. Paper by Hon. R. S. Field, President of Trustees of New Jersey State Normal School: "Obligations of Christianity to Learning." 8 P. M. Paper by Prof. Woodman, Dartmouth College, N. H.: "Drawing as a Branch of Elementary Education." 8 1-2 P. M. Lecture by Superintendent Wickersham, of Pennsylvania: "The State in its relation to Higher Education." Readings, throughout the day and evening, by Miss Swayze and her pupils.

Thursday, August 19, 1869, 9 A. M. Lecture by Mrs. Randall, of New York: "Natural Reading." 9 1-2 A. M. Lecture by Hon. J. D. Philbrick, Superintendent of the Public Schools of Boston: "The School and the Workshop." To be followed by a discussion. 11 A. M. Lecture by Prof. James McClintock, of Philadelphia: "Physiology as a part of Common School Education." To be illustrated by a complete new set of Auxoux's Papier Maché models, wax preparations, diagrams, and natural preparations, costing over seven thousand dollars. 2 1-2 P. M. Lecture by Prof. E. E. White, editor of the Ohio Educational Monthly. 3 1-2 P. M. A paper by Ellis A. Apgar, State Superintendent of Public Instruction of New Jersey: "Method of Teaching Map-drawing in Schools." 8 P. M. Lecture by Major-general O. O. Howard, U. S. A.: "Education in the South, with reference to the Colored Population." Elocutionary readings throughout the day and evening, by Mrs. Randall.

Friday, August 20, 1869. 9 A. M. Lecture by Professor Monroe, of Boston, Mass.: "The Voice and its Training." 10 A. M. Paper by Dr. J. W. Hoyt, of Wisconsin: "Progress of University Education." 11 A. M. Paper by Hon. Joseph White, LL. D., Secretary of Massachusetts State Board of Education: "Christianity in the Public Schools." 2 1-2 P. M. A paper by Professor Austin C. Apgar, State Normal School, N. J.: "Short Methods in Elementary Arithmetic." 3 1-2 P. M. General discussion of educational topics. 8 P. M. Reports of committees; election of officers. 8 1-2. Re-union, with short addresses from the States represented in the association. Elocutionary readings, throughout the day and evening, by Prof. Monroe.

Saturday, August 21, 1869. 9 A. M. Meeting of directors and committees, to examine accounts and arrange for the publication of the Proceedings of the National Superintendents', Normal School, and Teachers' Associations.

In addition to the papers and lectures announced, the following will be presented and read if opportunity offer: "Pronouncing Orthography, a help in learning to read, for Children, Foreigners, and Native Adults," by Dr. Edwin Leigh, New York. "The Educational Work of the Freedmen's Bureau, and what it has accomplished," by E. W. Mason, General Superintendent of Schools, Louisiana. Lecture on "The English Language," by Prof. Cruttenden. Paper on the "Hebrew Language, as a Study in Academies and High Schools," by A. D. Jones, A. M. of Maryland. Paper by Prof. Jno. S. Hart, LL. D., Principal of State Normal School, New Jersey: "How to Conduct Religious Worship in Schools." Lectures by Prof. George F. Holmes, of the University of Virginia, and Superintendents Kimball, of Salem, Mass., and George B. Sears, of Newark, N. J.

New England teachers can obtain tickets of Mr. George A. Smith, at the School Committee Rooms, City Hall, Boston. The ticket is good for all the routes from Boston to New York and back for $7. Fare from New York to Trenton and back, $2.65. These tickets are good for teachers only who attend the meetings.

The hotels will charge $2 per day. Private board, per day, from $1 to $1.50, but it is expected that ladies will be accommodated free of all charge. These privileges will be extended to members only upon presentation, at the hotels or railroad offices, of a certificate of membership.

L. VAN BOKKELEN, *Maryland, President*.

W. E. CROSBY, *Ohio, Secretary*.

A NUT TO CRACK.—In the sentence, "It rains," how are the words parsed? A. B. C.

The pronoun *it* is the grammatical subject of the sentence; and is, in a general sense, the subject of rains; and rains agrees with it. More properly, however, *it* is a kind of redundant pronoun. It has no reference to the agency by which the operation of raining is effected, and it is wrong to parse it as a pronoun referring to some agent understood. Verbs expressing the state of the weather, the operations of nature, etc., have no personal subject. In Latin *pluit*, it rains, is used without any pronoun. *Rains* is properly an impersonal verb.

It is reported that the German astronomer, Maedler, has measured the height of 1093 mountains in the moon. Twenty-two of these are higher than Mount Blanc, which is within a few feet of being three miles high, and six are above 10,000 feet. The highest observed mountain in the moon is 24,944 feet high.

A Museum of Natural History is to be established in Central Park, New York City, $50,000 having already been subscribed for that purpose.

EDUCATIONAL INTELLIGENCE.

MAINE.—Supervisor Milliken, of York county, has resigned on account of business engagements; and Mr. Haines of Saco, a teacher of successful experience, has been appointed to fill his place.

The proceedings of the Maine Educational Association, at its second annual meeting at Augusta in November last, have been published in pamphlet form. Any person wishing for a copy can be supplied by sending a two cent stamp to C. B. Stetson, Esq., Lewiston. They will also be circulated at the Institutes.

We regret to hear of the sudden decease of Supervisor Abbott, of Knox county, which occurred at Rockland a few days since.

It is reported that Gen. Howard has called Dr. Torsey, of Kents Hill, to the Presidency of Howard University at Washington, D. C. We hope he will not go. Maine cannot afford to be deprived of his services and experience in the educational work.

E. P. Weston, formerly State Superintendent of Schools in this State, and lately in charge of Little Blue School at Farmington, has been invited to take charge of a young ladies' seminary at Lake Forest, Illinois.

Colby University.—Commencement exercises in this institution will be as follows: Sermon before the Boardman Missionary Society, Sunday evening, August 8; Prize Declamation of the Junior class, Monday evening; Dedication of the Memorial Hall, Tuesday afternoon, and Oration and Poem before the Literary Societies in the evening; exercises of the graduating class, Wednesday, and concert by Gilmore's Band in the evening.

Maine Teachers' honored abroad.—Mr. W. R. Leadbetter, native of Leeds, has received the nomination of superintendent of schools of San Joaquin county, California, by a very flattering vote. The salary is about $1500 per year, gold. A. H. Randall, formerly of East Livermore, is principal of the High School in Stockton, Cal., and, says a correspondent, is one of the best teachers in the State. His salary is $150 per month, gold.

State Agricultural College.—The second class will be admitted to the College, August 26, 1869; examination to take place at the College, commencing at 9 A. M. Candidates for admission must be at least fifteen years of age, and must be prepared to pass a satisfactory examination in arithmetic, geography, English grammar, history of the United States, and algebra as far as Quadratic Equations.

Satisfactory testimonials of good moral character and industrious habits are rigidly exacted. Address *Prof. M. C. Fernald*, Orono.

Dr. I. T. Dana, of Portland, Me., has resigned the chair of the Theory and Practice of Medicine at Bowdoin, in order to devote himself to the practice of his profession.

MASSACHUSETTS.—Thomas Sherwin, Esq., Principal of English High School in Boston, died suddenly a few days since. He was eminent as a teacher and a man, and had been connected with the school nearly forty years.

A. H. Davis, a native of Maine, and lately of the Salem High School, has been elected Master of the High School in Worcester.

A. B. Kittredge of Westboro', captain of the recently graduated class at Amherst College, has been appointed instructor in gymnastics in the college, and assistant to Prof. Hitchcock.

BOOK TABLE.

A FOURTEEN WEEKS' COURSE IN NATURAL PHILOSOPHY. By J. Dorman Steele. New York: A. S. Barnes & Co.

Mr. Steele has already given us similar treatises in Astronomy and Chemistry, which have been quite extensively introduced and generally liked. This work is not inferior to the others. It is really an excellent manual. It is evidently prepared with great care, covers the whole subject well, is practical and philosophical in its method of treatment, well illustrated, and every way attractive. One of its best features is the unmistakable evidence it shows throughout of having been prepared by a worker in the school-room.

AHN'S NEW PRACTICAL AND EASY METHOD OF LEARNING THE GERMAN LANGUAGE; with pronunciation by J. C. Oehlschlager. New York: E. Steiger.

This seems to us a very excellent manual with which to commence the study of the German language. It has one advantage over many books in this branch of study, in having been evidently prepared by one who knows something of the English language and its idioms, as well as of the German. Its rules for pronunciation are the first we have ever seen which seem capable of use in teaching. We should have been glad of a book of this kind when we made our first attempt at German. It will lead the pupil gradually and thoroughly into an easy knowledge of the richest of modern languages.

PRACTICAL COMPOSITION, with numerous models and exercises. By Mrs. Mary J. Harper. New York: Charles Scribner & Co.

A brief examination of this work gives us a very favorable impression of it. It has the common-sense feature of giving the learner a gradual and judicious course of *practice* in composition writing; for which many good directions and models are given. The author has evidently had good experience in teaching this branch; and her work is certainly worthy of a trial in the school-room.

AN ELEMENTARY GRAMMAR OF THE LATIN LANGUAGE, for the use of beginners. By Wm. B. Silber. New York: A. S. Barnes & Co.

This book comes to hand just as we go to press, and have no time for its careful examination. As a book of forms and elements it looks well.

LIFE OF JEFFERSON DAVIS, WITH A SECRET HISTORY OF THE SOUTHERN CONFEDERACY; gathered "behind the scenes in Richmond." By Edward A. Pollard. Philadelphia: National Publishing Company.

This long-expected work has made its appearance in good style. It is a book that every person should read. There are astounding developments and disclosures made that will astonish people equally at the North and the South. Much of the hidden machinery of the Confederacy has for the first time been laid open to the public. Mr. Pollard's style is lucid and attractive, and he has done his work faithfully and with impartiality. It will throw much light upon the character and motives of Mr. Davis which were a puzzle to most people during the war.

The work is sold by subscription only, and the publishers want agents in every county.

THE NATION enters upon its fifth year without a competitor in its peculiar field of literature. It is a calm, able, and cultivated journal of acknowledged merit and power, on all questions of public interest. Published weekly in New York, at $5 per annum in advance. See our club list.

SCHOOL REPORTS. We have received several valuable reports for which we have not room to mention at length, including the reports of Superintendent Bulkley, of Brooklyn, N. Y.; Rev. B. G. Northrop, Superintendent of Schools in Conn.; and Hon. A. B. Weaver, Superintendent of Public Instruction for the State of New York.

THE AMERICAN NATURALIST for July is ready; a *seaside number*. It has articles on *Seaside Ornithology*; the Argonaut; the Pearly Earshell; Cuttle Fishes; Crabs; Shell Dredging, etc., etc.

OUR BOYS AND GIRLS. Oliver Optic's Magazine, continues to have complete control of the youthful readers, and of many older ones also.

LETTICE LISLE, first issued in the *Living Age*, has been issued complete in paper covers, by Littell & Gay, Boston. It is a good story.

PHYSICAL CULTURE IN AMHERST COLLEGE is the title of a thick pamphlet, by Dr. Nathan Allen. We shall refer to it with extracts next month.

THE BOOK BUYER, issued monthly by Charles Scribner, of New York, is a very serviceable companion to those who wish to purchase books, or who wish to keep up with the times in the new issues and importations.

MESSRS. HARPER, of New York, have just published a new work on Rhetoric, by President Haven, of Michigan University, which we shall notice next month.

The Annual Cyclopædia for 1868 has been published by the Appletons, and is a great treasury of information upon all important events for the year.

The *Galaxy* for August has good substantial reading for the vacation months. Charles Reade continues his story.

Lippincott's Magazine for August has a continuation of Anthony Trollope's story of the Vicar of Bullhampton; and other readable articles.

We are indebted to Hon. F. M. Drew, Secretary of State, for a copy of the *Maine Legislative Manual* for 1869.

LITTELL'S LIVING AGE for the past month has been very rich and racy.

TEACHERS WANTING SITUATIONS.

LADIES.

No. 8. Has taught nine years in Academy, and district schools. Would like an Academy or High School. Can teach French, Latin, and English.

No. 11. Graduated at Bates College, Seminary Department. Can teach English, French, and Drawing. Has taught sixteen terms. Wishes for High School or Academy.

No. 12. Graduated at Kent's Hill Female College. Can teach Latin, German, French Mathematics, and Sciences. Has taught four years. Wishes for High School, Academy, or Select School.

No. 20. Has taught twenty-one terms district school. Desires permanent situation if possible in a graded school.

No. 21. Has taught two terms of a district school and five terms in a graded school. Desires a permanent situation in some *Western* State.

No. 24. Graduated at Farmington Normal School, 1867. Would prefer an assistant's place in an academy or high school, where a little time could be found for higher branches, but would take charge of a graded school. Has had experience in district schools.

No. 25. Graduated at Farmington Normal School. Has taught three terms district schools Would like a situation as assistant.

26. Educated at Mt. Holyoke Seminary. Can teach English, Latin, Mathematics, and the Piano. Wishes a situation in High School or Academy. Has had experience.

GENTLEMEN.

No. 13. Has taught fifteen years. Fully capable of taking charge of Grammar, or the English department of a High School. Educated at Maine Wesleyan Seminary.

No. 14. Has had eighteen years' experience in Grammar Schools. Desires permanent situation in a Grammar School.

No. 15. Has taught seven terms in common schools; one year in a Grammar School. Can teach French, Latin, and English. Desires situation in an Academy, High, or Grammar School.

No. 16. Has a good English education. Wishes to obtain a situation in an Academy or High School as an assistant, where a knowledge of the Classics may be obtained. Wages, aside from board, not of importance.

No. 17. Educated at Maine State Seminary. Has taught Grammar and District Schools. Wishes situation as assistant in High School or a Grammar School.

No. 22. Wishes situation as principal of a high school, or would take private students in the languages. Is fully capable to fill the situation. Salary from $1800 upward.

No. 23. Graduated at Bowdoin. Has had experience as principal of graded schools West, and district schools East. Prefers to teach in this State permanently. Desires a high school for this fall.

No. 26. Graduated at Maine Wesleyan Seminary. Has taught town and graded schools. Wishes high school or academy. Salary, $900 upward.

No. 27. Educated at High and Normal School. Desires situation in high school.

SCHOOLS WANTING TEACHERS.

A lady capable of taking first assistant's place in *high school*. Salary, $400 first year.

The proprietors of a first-class family school are desirous of making a change. Any teacher desirous of purchasing the school, will apply to the chairman.

Address
A. E. CHASE, Chairman, Portland.
C. C. ROUNDS, Farmington.
N. T. TRUE, Bethel.
J. P. GROSS, Brunswick.
G. T. FLETCHER, Castine.

CLUBBING WITH MAGAZINES.

We will supply either of the following Periodicals or Books and the Journal of Education one year, for payment strictly in advance one year, for the sums named:

$10.50.	*Webster's Illustrated Unabridged Dictionary.*
$8.50.	*Littell's Living Age.*
$6.00.	*Webster's National Pictorial Dictionary.*
$5.50.	*The Nation, Every Saturday, Eclectic Magazine*, or *Round Table.*
$4.75.	*Atlantic Monthly, Frank Leslie's Illustrated News, Harpers' New Monthly, Harpers' Weekly, Ladies' Bazaar*, or *The Chimney Corner.*
$4.00.	*Godey's Lady's Book, The Scientific American, The Congregationalist.*
$4.50.	*The American Naturalist.*
$4.83.	*The Appleton's Journal.*
$3.50.	*Phrenological Journal, and Life Illustrated.*
$3.25.	*Oliver Optic's Magazine.*
$3.00.	*Our Young Folks, Peterson's Ladies' Magazine, Weekly Boston Journal, Ladies' Friend, Riverside Echo, Portland Transcript, Arthur's Home Magazine*, or *Arthur's Once a Month, Good Health.*
$2.50.	*Arthur's Children's Hour, The Manufacturer and Builder.*

THE MAINE

JOURNAL OF EDUCATION.

J. H. HANSON, Editor for September.

Vol. III. SEPTEMBER, 1869. No. 9.

TEACHERS' INSTITUTES.

More than twenty years ago the Legislature of Maine enacted a law creating a Board of Education, and making it the duty of this Board to cause to be held in each county annually for the space of two weeks, a Teachers' Institute, and appropriated the money necessary to meet the expenses of the same. I have not statistics at hand, from which to make accurate statements in regard to time, but think that the existence of these institutes covered a period of eight or ten years. That they were, in a measure at least, successful in accomplishing the object for which they were established, no intelligent man in the State will undertake to deny. Indeed, the first lively and healthy impulse given to popular education in Maine dates from the establishment of the Board of Education and county institutes; and it was a dark day for the educational interests of the masses of our people, when the legislature in accordance with the narrow and niggardly policy in respect to education, which has too often characterized it, abolished the Board of Education and cut off even the scanty supplies which had been for several years appropriated to defray the expenses of the institutes.

What was the result? Precisely what the wiser ones predicted. The popular interest in the schools, with the exception of some of the larger towns, soon began to wane, the qualifications of teachers to deteriorate, the discipline of the schools to relax, and the average attendance to fall off. This retrograde movement continued until the result was so apparent that even the stupidest saw and acknowledged it.

Moved by the fact, everywhere manifest, that the teachers of the district schools were, to a great extent, very imperfectly qualified to teach in the best manner even the most elementary branches, and that our school machinery, as then constituted and operated, was accomplishing comparatively little, the friends of education rallied once more, last winter, and besought our legislature at Augusta to aid them, so far as legislation could do it, in remedying existing defects in our school system. Accordingly, a bill was introduced, providing for county supervision and teachers' institutes. This bill, after thorough and earnest discussion, was lost in the House of Representatives, as such bills too often are, for want of friends and votes; but a motion to reconsider was carried by a small majority, and thus it was again brought before the House, to be, as its enemies fully believed, indefinitely postponed. But by the persistence and adroit management of its friends it was, at the last moment of the session, fairly wrung from the reluctant wisdom of the State, and became a law. These details are mentioned merely to show that the law thus obtained rests on a foundation of sand, which the next wave of legislation may completely remove.

Now, teachers of Maine, what is the duty of the hour? We *have*, for the present at least, county supervisors and county institutes. What we *are* to have nobody knows. Can anything be done by us, which may have a tendency not only to confirm and perpetuate the advantages already gained, but also to secure for the cause we are laboring to promote others which it needs and ought to have? If I mistake not there is a possibility here which we ought not to lose sight of or neglect; and it is this possibility which has suggested the theme of this article.

The first step taken in this country toward reform and improvement in the common schools, was in the direction of enlarged facilities for the better preparation of teachers for their work; and the first agency employed for this object, which reached or could reach them, to any considerable extent, was the teachers' institute. This is older than the normal school; and even in those States where the normal school has existed longest and been multiplied most, the institute has not been wholly superseded by it. It supplies a want, temporary it is to be hoped, yet a real and a pressing want, which the normal school, in the present state of things, cannot fully do. Even in Massachusetts and some of the more western States, where normal schools are most numerous and exist in the highest perfection, only a comparatively small number of the common-school teachers is directly reached and benefited by them. In our own State, therefore, with but two normal schools, and these in their infancy, the idea of reaching the great mass of the teachers through their agency, even for many years to come, is simply absurd. These schools are doing a great and indispensable work, a work which no other existing agency can do; but they cannot, nor could they, if they were multiplied tenfold, supply the present demand for well-qualified teachers.

Let us, then, as wise men and women, make the most of the teachers' institute, the only agency which is both available for our present needs, and in any good degree adapted to supply them. It has stood the test of time and experience, the test of all tests, and has been found in the judgment of the wisest and most distinguished educators eminently adapted to accomplish the end for which it was created. But how can we make the most of it?

My first answer is, by attending it. Let all the young men and women in every county in the State, who have the remotest idea of teaching the coming winter, resolve that they will be present throughout the entire sessions of the institutes that shall be held in their respective counties. This general attendance, if it shall be realized, will have a two-fold value and influence. The first, and perhaps most important bearing will be on the teachers themselves; they will not only acquire valuable knowledge, new ideas and new methods of teaching, and school government, but they will be stimulated to higher aims and greater zeal and fidelity. But the second and hardly less important bearing will be on the legislature that shall assemble next January. Let the State Superintendent be able to say in his report to that body, that there was a general and hearty response on the part of the teachers in the State to his call to attend the county institutes, and the friends of progress in educational affairs may rest assured that it will not *dare* to take a single step backward.

Show, then, fellow teachers, by your presence at the institutes, that you appreciate and are determined to profit by the bounty which the State has already granted you. In this way you will not only help yourselves, but most effectually strengthen the hands and encourage the hearts of those who are battling to help you, and to elevate the standard of our public schools.

My second answer is, by engaging heart and soul in the legitimate and appropriate work of the institutes. Let it be distinctly understood that the institutes mean work; not a mere pastime, not holiday amusements, but *work*; not a simple gathering of the young folks of the county for a good time generally, though a good time they will doubtless have if they do their duty, but *earnest, solid work*. The object of teachers' institutes is not mainly, as some have erroneously supposed, to impart instruction in the various branches of study pursued in the common schools, but to teach the art of teaching, to show the teacher how he may use most advantageously and effectually the knowledge already possessed. Very little knowledge of arithmetic, grammar, etc., can be acquired inthe short space of five days, even in the most favorable circumstances; but he who already has the requisite knowledge of these subjects may treasure up in that time a great deal of invaluable instruction in the art of teaching them and of managing the school, if he will but set himself earnestly and faithfully to the task of doing it. Eminent teachers of large and varied experience, who have carefully and thoroughly studied the philosophy of mind as well as matter, and have penetrated somewhat into the science of teaching, which we as yet know so little about, have been employed to conduct the exercises of the institutes, and to impart to the comparatively young and inexperienced the rich fruits of their learning and experience. But to make the most of these advantages, there must be close and earnest attention; the pencil and note-book must be brought into requisition for the purpose of preserving for future use all hints and exercises and principles that might otherwise be forgotten and lost.

Much more might be said on this important subject; but so much, at least, seems to me to be especially fitting at this time, just entering as we are on the institute harvest season. A word to the wise is sufficient.

J. H. H.

METHODS OF SCHOOL DISCIPLINE.

UNDOUBTEDLY the question of greatest solicitude to a young teacher, in entering upon his work, is in reference to the management of his school; and, surely, no question ought to receive more of his thought and attention. How to govern his school is the first, and, perhaps, most important lesson he has to learn; for his success in teaching is very often proportioned to the state of discipline he is able to obtain. Although a well-disciplined school may not be a well-taught one, yet a good condition of discipline is a prerequisite to successful instruction. This fact, however, has been so long recognized, as to require no discussion; but, as to the young teacher's questions, "How shall I govern my school?" "What are the methods to be used in order best to secure the proper discipline?" much may be said. Of course no definite rules, to be rigidly adhered to in all cases, can be laid down. Much depends upon the general character of the school and the disposition of the individual scholars. These, at the outset, the teacher must carefully study, and, if possible, thoroughly understand. His pupils are his children, and he stands, in the words of the law, *in loco parentis*. His authority, then, is parental, and, like a wise parent, is he to exercise it. Ready tact, careful judgment, and sound discretion are the qualities he must ever keep in lively exercise; these, conjoined with a knowledge of some of the best methods tested by the experience of other teachers, will make him a successful disciplinarian. The object of this article is to indicate some of the means that may be employed in securing a proper degree of discipline and order in the school.

To begin with, the teacher must be orderly himself. By this is meant, that in his attitude before the school, in his intercourse with classes and individual scholars, in his whole deportment in the schoolroom and out of it, he should manifest only the spirit of a true gentleman. To teach by example is perfect teaching. As the teacher is gentlemanly toward the scholar, so will the scholar manifest a like behavior in return. He will also, from this attitude of his teacher, entertain a feeling of respect toward him, and to be respected by pupils is to be obeyed by them; indeed, without respect there can be no willing obedience, and it is such that the teacher seeks.

The teacher should, also, do everything quietly. Roughness and boisterousness in the teacher, will make a rough and boisterous school. Those men, who, in times of public disturbances, have been most successful in managing great masses of men, have evinced the most remarkable quietness, especially at the moments of greatest exigency. The same element the teacher must exhibit. Let his manners be calm, his voice mild, but always clear and distinct,—let his whole demeanor betoken firmness and self-control, and he will be in possession of one of the most important secrets of school-government.

Akin to quietness is neatness. Every teacher knows what a powerful auxiliary to school-discipline is a neat and clean school-room; and, also, every teacher should know (of which too many seem ignorant), that an aid, equally as efficient, is neatness on the part of the teacher himself. An untidy teacher cannot have an orderly school, for uncleanliness and order are things absolutely incompatible. Let him see to it, then, that he is neat in his habits, in his person, and apparel. Let him be as scrupulous as regards tidiness in the school-room as in the parlor of his patrons. Equal care, also, should be taken of his own desk and books. Dust, scraps of paper, anything that the thrifty housewife would banish from her parlor, should find no abiding place in his presence. Such neatness should be continually practised, and thus, by example, inculcated in the habits of his pupils.

The teacher should, also, be methodical in conducting the exercises of the school. There should be a time for everything, and everything at its appropriate time. He should arrange, each morning, a programme for the day, which should be strictly adhered to. This programme may be written on the board, and scholars summoned to recitation, or to the other school exercises, at the time there indicated, by means of a call-bell, which every teacher should have upon his desk. In the movements of the school, too, there should be a uniformity, something of military precision and order. Especially is this to be observed at time of recess or close of school, when, by the removal of the usual restraint, there is danger of a rebound to the extreme of boisterousness and disorder. To avoid this, scholars should be required to file out quietly by divisions. They should also be made to understand, that they are not out of school until they are out of the building.

Above all, the teacher should take care that every scholar is kept busily employed. Children cannot remain passively idle. The vast amount of nerve-power confined in the system of every child, must be expended upon something. If not consumed in mental labor, it will discharge itself through the muscles, and hence mischief and trouble. If the lessons assigned are not sufficient to occupy all the time of each scholar, there must be some immediate employment provided, not necessarily of the nature of work, but simply something to absorb the attention. A few minutes delay here is dangerous to the order of the school. Especially in schools of the lower grades should care be taken, that the time assigned to study or recitation be not too long. Twenty minutes should be the maximum, and from ten to fifteen minutes, perhaps, the average. Young children are always impatient of long restraint,—and need motion and change. In such schools, in the midst of recitation and study, various other exercises should be introduced, such as singing, marching, and calisthenic exercises. These will serve as a conductor to convey away that superfluous nervous energy which would otherwise be expended in creating confusion and disorder.

Finally, the teacher must not govern too much. The excess of government defeats its own end. He should make no, or but few, rules. Scholars like to feel that they are capable of managing themselves, and a rule implies a want of confidence in them. Even such regulations as are necessary, should be stated to the school in the form of suggestions; but to possess the full force of rules, the slightest infringement of which, must not be suffered to pass with impunity. The highest rules, however, should be the wishes of the teacher; and in schools properly managed, such they will be. He should seek for the love and respect of his pupils; not, indeed, by catering to their tastes and whims,—for no real love was ever gained from a scholar by any such process,—but by making upon them the most rigid demands in all their school duties, and by exhibiting a perfectly uniform and impartial spirit. Scholars quickly understand when the teacher is truly interested in their success, and are not slow to manifest their appreciation by cheerful obedience.

If suggestions, such as the above, are observed, there will arise few cases for special discipline. When, however, such cases do occur, they must be met promptly, and disposed of with tact and judgment. But the teacher must always seek to so manage his school, that these unpleasant features of school-government may be avoided; and he who succeeds in this, exhibits a rare fitness for his position. The school-room is not an arena for the exhibition of strife between master and pupil. The teacher's business is with the mind; his fight is a spiritual one. Let him imitate the example of Him who taught as never man taught, and then will he teach in the spirit of forbearance, charity, kindness, and love.

W. H. L.

SEPTEMBER DAYS.

Oh, these golden days of September!
These gladsome, beautiful days!
In light robes of azure and amber,
And crowned with the sun's brightest rays.

They float over mountain and valley,
And they sing, "O summer so fair,
Look from heaven, and see how we dally
With autumn's gray tresses of hair!

"How we wreathe them with flowers as glowing
As ever earth's flowers can be!
How her cheek is flushing with rapture!
Ah! ah! she is rivaling thee!"

They throw veils of haze round the mountains,
And crown them with airiest clouds,
And bid them forget that December
Will wrap them in snowiest shrouds.

And they say to the peaceful river,
"Draw into thy waters the light
Of the sparkling, dancing sunbeams,
And murmur with quickened delight."

They gladden the trees of the forest,
And bid them laugh out in each leaf
In colors that nature had taught them,
Ere she looked on the Angel of Grief.

Sometimes a perverse little leaflet
Is wilfully sombre and brown,
Not heeding the bright golden blessings
The sunbeams are showering down.

And some, at Jack Frost's merry signal,
Obedient, flash into gold,
But their beauty is dimmed by deep sadness,
And, trembling, they whisper, "Behold,

"How the lovely flowers are dying!
And they were far brighter than we.
Ah! death is surely portended
By this glory and gayety."

And the breeze comes, sobbing and sighing,
To mourn with each sorrowing leaf,—
"Even thus," our trembling hearts whisper,
"Life's gladness must yield unto grief."

But hope bids us banish all sadness,
And rejoice in these beautiful days;
Let our hearts be filled with their sunlight
To gladden life's wearisome ways.

Thank God for the blessings they bring us
As they float, in their loveliness, by,
And weave for us many-hued garlands
Of mem'ries that never shall die;

While the sun, with his golden fingers,
Is beck'ning them on through the gate
Where the glow of his entrance lingers
Till twilight from heaven comes late;

And with hurrying footsteps they enter
That portal of light, one by one,
To join hand in hand with the spirits
Of days that followed the sun.

M. L. F.

BOYS OF BAD REPUTATION.

A LARGE proportion of the teachers in Maine change their field of labor each year. This is especially the case with the younger members of the fraternity, who teach in the winter, and devote the rest of the year to attendance upon our higher seminaries. The youthful instructor very naturally seeks to learn all he can of the character of those who come, for the first time, under his charge. Hence the anxious inquiries made by him relative to the good or bad dispositions of his flock. If a previous teacher has had any difficulty with a wayward boy, the new and untried master soon learns the fact, and is warned to look sharply after that pupil. This information is very timely and valuable, but the use made of it by the new teacher, at the opening of the school, is often most pernicious. The teacher, especially if young and fearful of failure, generally determines to continue the severe discipline to which this pupil, reputed refractory, has been subjected. In nine cases out of ten, it is resolved to inflict upon that individual the correction which shall effectually check his ill-behavior, and inspire a wholesome awe throughout the school. When this resolve is carried into effect, there is, not unfrequently, a disturbance which injures the moral power of the teacher, while the lad remains the same bad boy all the term through. The object of this article is to call attention to a better mode of using such information.

The principal value of knowing beforehand that a certain pupil has troublesome traits of character is, that the teacher is not taken unawares when they manifest themselves; knowing already the disease, he may attend wholly to the remedy and cure. An opportunity is given to display the noblest functions of the teacher, and lead a youth many steps forward in the path to true manhood. Determine, with God's help, to rescue this one from the wrong way into which his feet have strayed. Do not appear, in the least, disturbed as the pupil begins the annoying behavior, which may have become a habit to him. Reprove with kindness, and strive with all your might to turn the channels of his mischievous vitality, where they shall all be fully employed in good service. Perhaps there may be found some study in which he will quickly become interested. If the range of school studies does not furnish any such, seek among the more attractive themes of natural science, or the languages, or surveying, etc. It may impose extra labor on the teacher, but that will be amply compensated by relief from anxiety about the lad's behavior, when his mind has once become aroused to the great work of study. I have known an interest thus awakened in the study of book-keeping, which, gradually extending to other school-studies, converted an idle boy into a model of studious behavior.

Several years ago, in the second week of a term, I received into my school a lad of fifteen, whose behavior, in previous years, had been a sore trial to his teachers. His reputation had preceded him, and I dreaded his arrival. However, I resolved to set him at work, and follow him up, leaving him, if possible, no time for mischief. Beginning with arithmetic, I found the lad unable to perform multiplication and division. Here was an opportunity to apply the spur, and I believe I succeeded, by a little good-humored raillery, in awakening a sense of shame and regret in the mind of the backward scholar.

Patiently, step by step, I followed his movements, directing and encouraging, but chiefly taking care to keep him constantly employed. I am sure I neglected the rest of the school for some days, till I found my pupil so alive to the beauties of arithmetic, that he was inclined to forego his recess in order to pursue that study. The prospect of soon advancing to be a member of one of the higher classes was held out to him, and he was made to feel that his teacher was interested in his success.

From that hour there was no fault to be found with his behavior. The visiting committee looked on with surprise. The effect on the school was delightful, for the majority of any school is always at heart opposed to disturbance, and desirous of an orderly, peaceful term.

Such a method of treatment as I have described is not of course new to experienced teachers. With some it has doubtless been a secret of success, and multitudes of active, valued men in the community, have by their sagacious efforts been saved from a career of ignominy. This is a part of the higher mission of the teacher. Much has been written about visionary schemes for molding perfect characters out of all materials. But every young teacher does not recognize, in the pupil of bad reputation, an opportunity for him to do royal service in bringing a character sensibly nearer to perfection.

Teachers too frequently give a pupil a bad name for insufficient cause. This injustice ought to be carefully avoided. It is a mark of a weak teacher, becomes a stumbling-block in the way of his successor, and generally injures the pupil's prospects of usefulness for all time. He is not worthy the name of teacher who thus blasts the reputation of a pupil." E. W. H.

THE WORK AND THE WORKERS.

When so many are seeking recreation and rest from the toil of the past, few care to anticipate future work. But the teacher can have few idle moments; he must be getting or giving constantly.

Within a month past many schools have held their annual examinations, and Institutes and Associations have met. These public meetings of schools and teachers give the people a view of the work and workers of the educational field. Several days spent in the Massachusetts normal schools convinced us that teachers and pupils are doing better work than has been done in the past. Fundamental principles are more thoroughly taught, pupils investigate facts and deduce reasons, knowledge is generalized and rendered more definite and practical.

We were pleased to see the prominence given to Natural Science. Principles in Chemistry were illustrated by the students by simple experiments; different forms of matter were presented to the class, and such qualities as could be determined by the senses were first named, then others were made to appear by analysis and synthesis. Chemistry thus taught is interesting and profitable.

The class in Botany was supplied with plants of different kinds. Each pupil took a specimen, and, in turn, standing before the class named its parts and defined their uses; it was also his duty to ask and answer questions to fill the place of a teacher in exciting an interest in the recitation and in drawing out latent knowledge. Pupils thus taught and trained, must make efficient workers.

The extent to which drawing is taught in our best schools, gives promise of good results. The child learns much from visible objects, and he naturally tries to represent what he has seen. If the teacher can cultivate this taste and talent by giving to the child models of his own execution, and train the child's hand and eye by a few simple rules, the child will be pleased and profited, and an efficient means of school government will be introduced. Any teacher who cannot teach map-drawing is "behind the times," and instead of being in advance of the text-books on geography, cannot use the best material which they present. There will be no excuse in the future for such deficiency, as our best geographies give needed information.

Opportunities for training and self-culture are now offered to every ambitious teacher, and none can complain of lack of advantages.

The condition of education in our State demands our serious attention. There is work enough to do,—are the workers doing it? Comparatively little progress has been made in the cause of education during the past twenty-five years. Our district system is a barrier to true progress, and the day cannot be far distant when our legislators will abolish it, and give the people "equal rights." But our district schools are far below what they might be under the present system.

The school committee and agent have not realized their responsibility and influence. It is no excuse that they are not suitably paid,—what educator is? Any man who is fit for the office, should esteem it a privilege to *freely* devote one day in each week of the year to his schools. Intelligent, patient work will bring such improvement into schools, that the faithful committee or agent will forget toil and despise pecuniary reward. Let those in office try the experiment.

The indifference of the people must be overcome. The State has taken several steps in advance. Our excellent governor has, by word and deed, manifested his deep interest in education. An energetic State Superintendent has matured plans which have been approved by the Legislature for organized efforts throughout the State. The County Supervisors have been several months in the field, and their systematic work is producing marked results. In most instances they enlist the hearty co-operation of school committees, and with them visit the schools to examine them, and to criticise the teachers and give them advice, and to illustrate by example better methods of teaching. Towns have appointed men to do this work, but it has not been done. Little has been demanded of teachers, and they have done less. Few have received criticism, except in the annual report, and advice has seldom been given.

School officers have had it in their power to make our schools fifty per cent better than they are to-day,—there has been culpable negligence. The people have raised but a pittance to erect school-houses and employ teachers, and we see the result. Teachers have not prepared themselves for the work; they have not been thoroughly in earnest. Too many have gauged their work by their wages. Money should be to the teacher a secondary consideration; his reputation and the highest good of his pupils should engross his thoughts.

If these are secured, pecuniary reward will follow in due time. The "signs of the times," are encouraging. Let the government and the people, superintendents and teachers, work together in the common cause.

F.

After all, do not depend too much upon your own industry, frugality, and prudence, though excellent things; for they may all be blasted without the blessing of Heaven.

The first country in Europe to establish a complete system of parish schools for the instruction of all the children of the country, was Scotland; A. D. 1696.

WOMAN'S CLAIMS TO FACILITIES FOR A HIGHER CULTURE.

[The following article from the Massachusetts Teacher discusses in a very sensible way a very important subject, and with a few slight modifications is as applicable to Maine as to Massachusetts.—Ed.]

We hear so much of "woman's rights," "woman's mission," woman's relation to society generally, that some who are practically most interested in the result, weary of the oft-repeated theme, are ready to say "Let the question drop. Let all things be as they have been. Anything is better than to hear our sex irreverently discussed by persons who have no delicate perception of woman's character, no deep-rooted faith in the purity and loftiness of her nature." But shrink as we may from such discussions, there are some questions which we cannot let rest without failing in the trusts already committed to us.

Not only is the home influence of woman acknowledged, and the words "wife," "mother," spoken with a tender reverence, but to her is intrusted, to a great degree, the mental furnishing and training of the mass of the community, who never go beyond our elementary schools. In the Christian economy we have first, apostles,—second, *teachers*. Let woman prove herself in a broad sense worthy of this vocation and her place is secured. Reforms as to compensation and other material considerations will surely follow, though they may be retarded, we will not say by the selfishness, but the slowness of perception of those in whose hands the legislative power rests.

If we understand rightly the history of this movement, which tends, more and more, to throw all the responsibility of elementary education into the hands of woman, she did not at its inception claim the field as her right, but was invited to it by earnest and personally disinterested educators who appreciated her peculiar adaptation to the work. We cannot believe that they were governed in the least by the narrower policy of obtaining the most efficient labor for the least compensation; though in that respect the measure has proved a wise political economy.

We find ourselves with this important work voluntarily assigned to us,—is it not reasonable, is it not in the highest degree womanly to ask that adequate facilities should be afforded us to fit ourselves for the most successful discharge of these obligations? We are occasionally reminded that we are "being tested." What is the question at issue? Practically whether woman, with the imperfect means now afforded her for education, with the discouragement of poor compensation, with the consciousness that many whose approbation she would gladly secure, look upon her doubtingly, can still compete successfully with man in the fields open to her.

It may be said that she does not avail herself fully of the advantages she now possesses; that we have in our High and Normal Schools provision for a careful training in the branches to be taught, and the best methods of imparting instruction, so far as training can do that, yet comparatively few are ready to give even this time to study. This must be admitted, but is it not also true that many who leave before the course is completed, find little difficulty in obtaining appointments?

While this is the case, it is hardly surprising that some should enter the profession, relying more upon their native tact than upon the possession of instructed and disciplined powers. But even when the prescribed course is completed, are the results, as exhibited in the ability and success of our teachers, altogether satisfactory either to ourselves or thoughtful observers? Is not the feeling growing upon us that a broader, more generous culture is needed? Our system of public-school education enjoys the confidence of the community to such a degree that its standards are considered the *ne plus ultra* of attainment, to girls at least, though it may be admitted that our youth can acquire something valuable at the University or Scientific School. Nor is it strange that with the high prestige and boasted intelligence of our grand little State, our girls should come to feel that what it requires is a high enough standard at which to aim. This consideration renders it all the more important that the State should recognize the want, make provision for the most generous culture, and require those who would enter the profession of teaching, to avail themselves of these or similar advantages.

I do not wish to undervalue our present admirable High and Normal School, but I would ask a candid consideration of the question, Whether it meets all the wants of the case? If there is any advantage in a judicious classical training, and the most zealous advocates of science do not deny it, ought not this to be made not only possible for our girls, but encouragement given them to avail themselves of it?

The fact that hitherto such almost exclusive attention has been given to the classics in the education of boys, has led the advocates of natural science into an apparently false position. They are sometimes charged with being opposed to clasical studies, or of undervaluing them, while in truth nothing is further from their thought.

While all the ages, with their accumulated authority, speak for these grand old repositories of intellectual treasures, some of our scholars have felt that other voices need not be raised in their behalf. While this discussion has only secured a healthier freedom in the choice of studies, to young men who are fitting themselves for different careers in life, it has helped to confirm young ladies in the impression that they might wisely dispense altogether with laborious bending over lexicons.

This would be a great relief to us; for we must admit that however desirable an end may be, it never quite reconciles us to the tedium of the road. Our æsthetic nature demands flowers by the wayside whose beauty and perfume might only be lost upon man, pressing eagerly forward, with his eye fixed on the shining goal. Yet it seems to me that we American women need the kind of discipline which is most readily obtained from the careful study of the classics. Our social intercourse, our newspaper literature, as well as the general tone of instruction in our schools, show a want of high culture which should be met in some way.

Might it not be well to establish in Boston a school which shall fill the place for girls that the Latin School does for boys? I would not advocate the establishment of a precisely similar institution, but one resembling that proposed by the union of the Latin and High Schools; one in which girls who desire it might be received at an earlier age than at the Normal School, and where their English education might proceed simultaneously with the study of other languages, especially Latin?

I believe that we should find that at the age of sixteen and a half, the average age of those graduating from the Grammar schools, the girls would be found equally proficient in the elementary branches, with the additional knowledge of language which would enable them to accomplish more in the three or four years of the academic course now prescribed.

Such a school should also have well-appointed professorships in the different departments of Natural Science, and the course of study should be made elective to a considerable extent. A desirable course of study would be different in many respects from that pursued in institutions for the other sex.

I suppose woman might learn civil engineering, but she will hardly be called upon to apply it, and so with much included in the special courses at the Institute of Technology and similar institutions. I do not think that either taste or good judgment points to precisely the same training for the sexes, inasmuch as the work we have to do and our paths of influence, though always harmonizing when both are true, still differ widely in subject as well as method. I would only ask for facilities to acquire a thorough and practical knowledge of the things which we are, and, as the world of science progresses, may be obliged to teach; or if we do not teach, whose study will widen our range of thought and help to develop our powers most harmoniously.

Chemistry, Geology, Botany, Natural History are taught in all our High Schools, and that largely by ladies, who with the best disposition to do their work thoroughly, have never themselves had an opportunity to acquire a satisfactory, practical acquaintance with these subjects. The great variety which is crowded into the usual course of study in our schools for young ladies utterly forbids the hope of mastering any one of them, and every thoughtful teacher feels sometimes disheartened in the attempt to get effective mental discipline out of this necessarily superficial treatment of every subject. This state of things can be remedied but slowly, yet it seems as if our city or State has a special duty in the matter. Let facilities be granted for preparation, and a high standard rigidly adhered to, and I believe we should show that it would be no idle experiment.

Woman's tact and quickness of perception, amounting almost to intuition, have made up to her somewhat the wants of which we complain. If through these, with her imperfect culture, she has been able to do so much that is worthy, is there not encouragement to aim at higher things? To meet a present want, there should be opportunities for those who are already engaged in teaching to pursue special studies as has been done by the Lowell classes at the Institute of Technology during the past three years. All who have been so fortunate as to enjoy this privilege will ever remember it with a grateful appreciation, not only of the valuable instruction here obtained, but of the kindly courtesy which added a charm to every exercise.

While we seek these helps, we must remember that no multiplication of appliances will secure the desired end without an earnest purpose on our part to regard all culture, not as an end, but a means by which to reach the grand ideal of life. To such a spirit all things are tributary. Though progress may be slow, and no ripened clusters reward our toil, let us seek, as a German poet has expressed it, "to give the world within our influence a *direction* toward the good, leaving the tranquil rhythm of time to work out the development.

M. K.

METHOD IN STUDY.

THE fact that most young students employ no small portion of their time to great disadvantage from want of system in study, cannot have escaped the notice of teachers. A few thoughts upon this topic, suggested by observing the habits of pupils during an experience in teaching of more than a decade of years, may not be without interest to the readers of our Educational Journal.

It is a well-known law of mental science that the mind can be profitably occupied with but one thing at a time, and that its power is greatly enhanced by pursuing continuously any train of thought or reasoning, provided it be not prolonged so to produce actual weariness.

Every teacher has doubtless observed that many scholars are inclined in direct opposition to this principle, to prepare in part, at a single sitting, each of the lessons assigned for the day, deferring the completion of each task until near the time for its recitation. To illustrate: If a boy had lessons to prepare in arithmetic, geography, and history, it is very likely that he will first devote his attention for a time to the lesson in arithmetic, then read over the pages assigned in history, and before he has completely mastered these, examine the map questions for the day, so as to have a general idea of that lesson also, neglecting till a later hour the work of perfecting the whole.

Now a method of study, much more in accordance with the laws of healthful mental action, is thoroughly to master one subject before turning the mind to another.

Let the pupil devote exclusive attention to one lesson, making his study of it exhaustive, so that when he lays aside his book, he may feel confident that he is prepared for its recitation, and he will find that his thoughts can be transferred to another branch of study with results at which he will be surprised, if he have not been accustomed to method in his work. This habit, once formed, will not only be of great advantage in the preparation of lessons, but in after years, in all departments of life, it will prove of inestimable value. The student has done himself a kindness when he has acquired the power of holding the mind fixed for the requisite amount of time upon any assigned task. He is doing himself a kindness when he is training his mind to act vigorously and efficiently, but the mind will not so act if in his method, or rather *want* of method in study, he is constantly violating its laws.

As a rule, one can accomplish but little, and that little but poorly, if he does not work from a plan, or, if there is not method in his work. This fact finds illustration and confirmation in the experience of every man upon whom devolve many and varied duties. It would be utterly impossible for our president to dispose of the business daily demanding his attention, did he not adopt and persistently carry out a rigid system in the performance of his duties.

There is method in his labor. Certain hours are devoted to his extensive correspondence, another portion of the day is set apart for the reception of visitors, and at the appointed time the numerous items of public business come up for consideration, and in this way no duty is neglected, but each receives attention in its appropriate season. Should the president fail to adopt strict routine in his daily labors, he would be overwhelmed by their number and magnitude, and even the strongest nerves would soon yield to the immense draft upon their energies.

What is true of a man in high official position is equally true, even if in less degree, of every individual sharing the ordinary cares, duties, and responsibilities of life. Now the point I wish to uge is this: that the youthful mind should be so trained that *all* its energies can be concentrated upon one subject, regardless of all distractions, of whatever nature, and that when the work of the moment or of the hour has been successfully accomplished, its powers may be directed with equal efficiency to new fields of thought.

It hardly need be suggested that much can be done toward securing to pupils the advantages of method in study. Incited by the faithfulness and earnestness of the teacher, scholars soon acquire an ambition so to devote their time as to render the results of their efforts not only immediately satisfactory, but permanently useful; and they will not be slow in adopting the proper course, when it has been definitely pointed out, and they see that in his own labors the teacher gives to his precepts the indorsement of his example.

F.

THE STUDY OF DRAWING.

The value of drawing as a branch of education is beginning to be appreciated in this country. In many of our cities and towns it has a place on the list of *required studies.* The old idea, that some special gift is necessary for the acquisition of this useful art, is fast passing away. Many of our leading educationists have taken the position, that any one who can learn to write can learn to draw, and that it is almost as essential to learn to handle the pencil with skill as it is to be ready in the use of the pen.

Drawing and penmanship are kindred branches. In their practice, the same faculties of the mind, and the same muscles of the hand and arm are called into exercise. The power to draw, as well as the power to write, depends entirely upon education. No one is born a draughtsman, any more than one is born a writer. It is true that some acquire more rapidly the power to draw than others; but the same is true of writing, and indeed in all studies. There is always a foot, as well as a head, to every class, let the study be what it may. Before one can be skillful, either in writing or drawing, the eye must be educated to see, and the mind to judge accurately of form, size, and proportion; and the hand must be trained to obey the dictates of the mind. It is not pretended that all can learn to draw equally well; but it is claimed that a larger proportion of pupils can be taught to draw well than can be taught to write well, and that the remainder, to say the least, can be made to draw quite as well as they can be made to write. If these results have not followed the study where it has been taught, it has not been for the want of ability on the part of the pupils, but for the want of *good teaching.* When we have as good teaching in drawing as we have in other studies, we shall have as good results following it.

It is not sufficiently recognized how universal is the love of art. What is more pleasing to little children than their picture-books? How the face of the child lights up at the picture of any familiar object! The moment the child gets hold of pencil or chalk, it begins the practice of drawing. If slate or paper is not convenient, a fence or a barn-door answers. Let little children be encouraged in their love for drawing; let them be furnished with suitable materials; let them be early and properly taught during their school-days, beginning in the primary-school, and there can be no question but that the great majority would be able to express the truths of form as readily, as correctly, and as forcibly, in the language of art as in their mother tongue.

The study of drawing is a great help to one in learning to write. It develops the perceptive powers, and it trains the hand.

The Hon. Horace Mann says, "*I believe a child will learn both to draw and write sooner, and with more ease, than he will learn writing alone.*"

While the study of drawing is of great service to the pupil in learning to write, it will prove of far greater value to him in after-life. Who is there who has not often wished that he possessed the power to delineate, even in a rude style, the object he has occasion to describe or remember? There is no person, whatever his profession, but, at times, has need of drawing as an auxiliary to render his ideas perfectly intelligible to others. The necessity of this art to the engineer, architect, carpenter, mason, machinist, and, in fact, to every artisan, male or female, who is engaged in the construction of objects combining taste with fitness, beauty with utility, must be obvious to all.

But there is another advantage to be derived from the study of drawing, which must not be overlooked; and that is discipline of eye and mind. The discipline which comes from the study of drawing will make one a better mechanic than he otherwise would have been, because he will be a better judge of size, form, and proportion. The mechanic with an educated eye possesses an element of power totally wanting in one whose eye is untrained. The work of the former will be distinguished for its fitness, symmetry, and beauty; while that of the latter will be remarkable for the entire absence of these desirable qualities. The latter, even with a model before him, is continually making offensive variations; and yet he fails to see the points of difference. One commands a hundred dollars per month, and the other forty. Looking at the matter in this light, the study of drawing has a value that may be reckoned in dollars and cents.

To the teacher of youth, the value of a ready use of the chalk and pencil cannot well be over-estimated. It gives him a language by which he can readily communicate his thoughts with the certainty of insuring comprehension where words fail to secure it. As every teacher knows, it is often the case, when instruction is given verbally, unaccompanied by illustration, the ideas entertained by the pupils are as various as their numbers; and perhaps no one has the true idea. If this instruction has been accompanied by illustration on the board, the subject would have been clear to all. Drawing is the written language of Nature. All can read it,—the educated and the uneducated, the young as well as the old. In everything that has to do with form, more instruction may be conveyed at a glance than hours of patient study would have secured. There is no member of the community to whom a knowledge of drawing would be more valuable than to the teacher of youth.—*Bartholomew.*

WRITTEN EXERCISES FOR COUNTRY SCHOOLS.

THAT scholars may better learn spelling, punctuation, the use of capital letters, rapid writing, ready and exact expressions of ideas, we recommend a variety of written exercises for daily use.

Let scholars practice in school the branches of education most used in the business of life.

Every school-room should have a zone of good blackboard, about three and one-half feet wide, extending entirely around, on its smooth walls; also, belonging to the district, two dozen of uniform slates, say nine by twelve inches, costing three dollars per dozen; a few quires of cap, legal cap, bill and note paper, a few lead-pencils, and a box each of slate-pencils, and chalk crayons. The room thus furnished, the teacher may introduce some of the following exercises.

After the opening of the morning and afternoon sessions of school, as the primaries, who read first, using Primer, First or Second Reader, have finished their lessons, instead of being sent to their seats to play, or to get asleep, let them stand at the blackboard, and nicely print a portion of their next reading-lesson, while the teacher hears other classes. Where there is not sufficient blackboard, slates may be used. Those in the Second Reader may begin to use the script letters. Cards, containing the script capital and small letters, should be conspicuously placed on the wall, for the scholars' reference.

Again, in the time of the reading-lessons for more advanced scholars, the reading may occasionally be shortened a few minutes, and each member of the class occupy that time in writing upon the board, neatly, and in connected, grammatical expressions, what he remembers of the lesson just read. This work is to be criticised, first by the class, and then by the teacher. At times, a principle or rule of arithmetic may be written from memory; as a large class can as quickly write it as separately recite it orally. Let at least half the exercises in spelling be done in writing by those who can write.

Scholars studying grammar should be required to bring, written on slate or paper, original sentences, illustrating principles of preceding lesson or lessons. A little *doing things* is better than much "*know how*," without practice.

A few test questions for written review and examination, in any branch studied, may, sometimes, be given to take the place of a regular lesson, no books of reference being allowed the scholar at such times. Where there are several classes in geography, usually a small number in each, all may go to the recitation-seat at the same time; and, while the younger scholars recite orally, the older ones may write their lessons on the board from memory, as if reciting orally. As soon as written, the lesson is virtually recited, although parts may afterward be read, and the whole work criticised by the class, noticing spelling, punctuation, use of capitals, mode of expression, and workmanship. The written method applies to map-questions as well as to descriptive geography. The questions should not be written, but all answers, in any recitation, should be stated in complete and connected sentences.

For the purpose of cultivating language and giving more definite and connected ideas of subjects studied, let the scholars be required to give the teacher, at the recitation, without questions, what they have learned. The common practice of pumping every part of a lesson from pupils, by questions, should be discarded.

At the time mentioned in the daily programme for writing, which should be about half an hour, in which every scholar in school should write, it is not always best, even for penmanship, that all rigidly follow a copy before them; let them try a while their independence in forming letters, and see how well they can make a page on the slate or paper appear, in transcribing a piece of prose or poetry from their readers. The younger ones may print.

Again, at such times let the older ones, boys especially, learn to write business forms; as orders, receipts, notes, bills of sale, also filling out blank contracts, agreements, bonds, deeds, mortgages, etc. These forms should be practiced until one can "draw them up" from memory.

COMPOSITIONS.

The word composition should hardly be used in our country schools,—it frightens; a better name for the work may be Language Exercises. There are two ends to be accomplished in this work; one, to be able to present original and interesting thoughts; the other, to express well what is known. The latter should be first taught.

First, let the teacher dictate slowly the words of a stanza in poetry, or a paragraph in prose, for scholars to write; then, at a given time, all pass papers or slates to the teacher for criticisms. In this first step-lesson, only the orthography, punctuation, use of capitals, dividing words at the end of lines, left-hand margin, and penmanship are noticed.

All words and ideas are first furnished the scholar. A second step may furnish ideas and but few words; then require the scholars to clothe the thoughts in proper language. For this purpose, let the teacher read but once a short, spicy story, with points clear, or relate an anecdote, or fable; then ask the pupils to reproduce the ideas in their own language. Previous oral narrations will much assist in this work.

Again, as an exercise, let a familiar object,—as, for example, a panel-door,—be placed before the class, and, as each part is pointed out and described, let scholars spell on the slate its name; then, knowing the parts and their names, let a description of the object be written by all, by naming the parts which compose the object, and telling the use of these parts.

Example,—A Door. Parts: top rail, bottom rail, lock rail, stiles, panels, munting, pins, wedges, lock, latch, knob, hinges, and screws.

The door of our school-room is composed of pine wood, iron, porcelain, and paint. Its size is 6 ft. 8 in. high, 2 ft. 8 in. wide, and 1¾ in. thick. The parts are two vertical stiles, into which are framed a top, a bottom, and a lock-rail. Between these rails and stiles are four panels, raised on one side, and separated by a vertical munting. The whole frame-work is held together by wooden pins and wedges. The porcelain part is the knob, used in lifting the latch and opening the door. The iron parts are the lock and latch for fastening the door, and the screws and hinges for hanging it to the casing. The paint, which is of a brown color, is used for beauty and preservation. The door is used to open and close the entrance to the room.

A pocket-knife, chair, water-pail, broom, etc., may be used as objects and subjects for such compositions.

In addition to the above, more advanced scholars should write abstracts of studies pursued, also, advertisements of property for sale, articles lost, animals strayed, etc.; also, they should have practice in writing letters of business, friendship, recommendation, introduction, invitation, etc.; and they may write to business firms, ordering goods, or negotiating bargains, etc. The dating, form of beginning and ending, dividing words at the end of lines, margin, paragraphs, folding, superscription, etc., should be practiced under the careful direction of the teacher.

The work specified in this article is wholly practical, and may and should be used in every common school.

J. H. Knapp, *in Ill. Teacher.*

There is danger, while cultivating accomplishments, that the young will imbibe false notions of future life. In many cases, too great anxiety to become accomplished proves an obstacle to proficiency.

Laws should be *few*, but as immutable as the laws of nature; and the penalty of willful transgression should be as *certain* as the decrees of fate.

RESIDENT EDITOR'S DEPARTMENT.

A WORD TO SUBSCRIBERS.—We sincerely hope that those of our patrons whose subscriptions are about expiring, will renew them for another year. Our Journal is worth more to teachers than it costs them; and it will be a shame to the profession if they are not willing to pay a dollar and a half a year for their own improvement.

EXPLANATORY.—Considerable miscellaneous matter, including notices of current publications, is necessarily crowded out this month.

TEST QUESTIONS FOR THE EXAMINATION OF CLASSES

UNITED STATES HISTORY.

1. Name the early discoverers of America, and the parts discovered by each.
2. When, where, and by whom was the first permanent settlement made in the United States, and what incidents in its history do you recall?
3. Give an account of the first settlement in New England, and tell the names of the principal persons engaged in it.
4. When did King Phillip's war commence? What was the cause of it? What towns in New England suffered by it?
5. Give an account of the capture of Quebec during the French war, with the names of the Commanders.
6. Mention the causes of the American Revolution.
7. Give an account of the battles of Lexington and Concord; and name all the other battles of the war in New England.
8. What was the cause of the last war with Great Britain?
9. Give an account of the Declaration of Independence; and tell when and how the Constitution was framed and adopted.
10. Name, in order, all the Presidents of the United States.

GENERAL HISTORY.

1. What period of time do the Dark Ages comprise? Why were they so called?
2. Who was Mahomet? What were two leading doctrines of his religion?

3. Among what people did the Feudal System originate? What allegiance did a vassal render to his lord?
4. For what purpose were the Crusades undertaken? How many and by whom.
5. Who were destined for Knights? What education was required? What was the favorite amusement?
6. From whom did France derive its name?
7. Who was the founder of the second race of French kings? Who was the most distinguished of the race?
8. Who was the most popular sovereign and founder of the house of Bourbon?
9. What caused the revolution of 1789?
10. What offices did Napoleon fill? What was the last battle he fought? At what place did he die?

GEOGRAPHY.

1. Name the Gulfs and Bays of North America, and the chief productions of the Southern States.
2. Which State produces the most cotton; which the most tobacco; and which are the principal wheat-growing States?
3. Name the principal seaports in China, Japan, Ireland, France, and the United States.
4. Name the principal lake ports in the United States, and give the situation of each.
5. Describe the route of a vessel from San Francisco to Jeddo, and return; with the reason for each course.
6. A vessel sails from Bangor to New Orleans, thence with a new cargo to Liverpool; and vessels arrive in Boston from Thomaston, Me., Rio Janeiro, Mobile, and Shanghai. What were probably the cargoes of each.
7. Give the latitude and longitude of Portland, and tell through what States and Territories, and near what cities the parallel of forty degrees north latitude in North America passes.
8. Name places that correspond in latitude with the following: San Francisco, New Orleans, New York, Portland, Boston, and St. Petersburg; and in longitude with the following: St. Louis, Chicago, Havana, Paris, Rome, and Pekin.
9. Bound the town and the county in which you reside.
10. In travelling from Portland to Boston, and from Boston to Buffalo, what would be your direction and over what railroads would you pass?

EDUCATIONAL INTELLIGENCE.

MAINE.—*A Veteran School Teacher.* Dr. N. T. True, Supervisor of Oxford county, has a letter in the *Kennebec Journal,* in which he gives an account of a visit to a school taught by Miss Vesta Howard, fifty-five years of age, who has taught seventy terms of public and private schools. The Doctor thinks she is ahead of many young teachers. He says:

"She commenced her afternoon session by saying that she did not think it best to set them immediately to work upon their studies, because they had been at their play, and were not in the best condition for close application. She therefore took a 2d Progressive Reader and read a story as badly as she could, and let them correct her faults. She then read it correctly, and as one would talk, and all eyes were fixed on her. She then called a register of scholars by numbers, who answered by their names and ages. Among them was a Winfield Scott, Gen. Fremont, and other prominent names, and as they were announced, she had a word to say about their history, without scarcely stopping her register. She then made them take all their books out of their seats together without noise. No slates were to hit the desk, or books to be shuffled. She selects a captain for each of the smaller classes who steps out and calls the class out by numbers. Books are all held alike. This makes them executive scholars.

"In reading, small children repeat the same word till they can command it in the sentence, and then they read it in concert. In spelling they all fold their arms with the book under the left arm. Sometimes she spells the words and they pronounce them. This was a fine exercise. She made them pronounce correctly, cow, how, now, bow, row. They made a graceful bow in leaving for their seats. Each class has a definite time for studying a lesson, and the teacher calls their attention to it at the moment.

"They came out to read with folded arms, read with strong emphasis and naturally. She makes them look at her lips, and she pronounces words round and full and makes them do the same after her. While hearing a class reading, if a class is studying geography, she will suddenly call their attention to some point in the lesson, and then go on with the reading. She will call upon a scholar by surprise to rise and tell something about the lesson she is studying. This was done with great promptness. This kept them on the alert.

"She has bouquets all round the room, and maps and pictures on the walls to make the room look pleasant. Her order is perfect. Not a book or a pencil is heard prominently.

"She questions them on what they have read. In spelling, they give familiar definitions in their own language, and are required to pronounce each letter fully and forcibly."

AMERICAN INSTITUTE OF INSTRUCTION.

ANNUAL MEETING AT PORTSMOUTH, N. H.

The Fortieth annual meeting of this association commenced at Congress Hall, Portsmouth, N. H., on Tuesday, Aug. 3, at 3 o'clock, P. M. The attendance of the opening session was very good, two hundred and fifty teachers and educators, at least, being present, representing the several New England, Middle, and Western States, and the District of Columbia. Maine was represented by a goodly number of her teachers, the State Superintendent, and several of the County Supervisors. The association was called to order by the President, John Kneeland, Esq., of Boston, and prayer was offered by Rev. Mr. Harmon, of Portsmouth. Lyman D. Spaulding, Chairman of the School Committee of Portsmouth, extended a cordial welcome to the Institute on behalf of the people of Portsmouth, and made some remarks upon the progress of education in the United States.

Rev. H. L. Kelsey was then called upon by Mr. Kneeland, and pleasantly reiterated the welcome of Mr. Spaulding. He expressed his appreciation of the deep interest and great value of the discussions of the Institute, which had wrought a most beneficial influence upon the educational institutions of the country. And in welcoming the members of the Institute, he bespoke for their discussions the most perfect freedom, and hoped that no fear of stirring local prejudices would serve to check their utterances. The floor to which he bid them welcome was wholly and entirely free.

Mr. Kneeland replied in behalf of the Institute, and thanked the gentlemen for their kind and grateful welcome.

The President then addressed the Institute in regard to their prospective work. Before the inauguration of the Institute, he said, the public interest in matters of education was feeble and the methods ineffectual. The American Institute, with other agencies, had been the means of working the vast change which is now beheld on every hand. To its influence was owing the establishment of the first Normal School, and in many other ways the seed which the Institute had sown had germinated and borne fruit. While there were, perhaps, other institutions which were broader in scope and more far-reaching in their aims, there was still before the Institute the great work of the organization of the public education. Mr. Kneeland referred to the new position to which the ladies were called in the Institute, by the recent alteration in the institution, which gave them the right to become members, and welcomed them to a participation in all the business of the Institute. He stated that the time and place were well chosen for the announcement of the change in the constitution of the association, as the old records of the good city of Portsmouth showed that woman had here been a pioneer in the cause which they had at heart. These records show that the beginning of schools in this city came from the deed of a generous woman, who, about the year 1800, gave a lot of land upon which to erect a school-house. The name of the woman whose deeds he thus recalled was Bridget Graffort. These remarks were greeted with loud applause.

The following persons were then appointed a committee to nominate officers for the ensuing year: A. P. Stone, of Maine; D. B. Hagar and Geo. A. Walton, of Mass.; T. W. Valentine, of New York; T. W. Bicknell, of R. I.; A. M. Payson, of N. H.; and D. N. Camp, of Conn.

Mr. Hagar, of Salem; Miss Ellery, of Gloucester, Mass.; and Miss Perkins, of Bath, Me., were appointed a Committee on Resolutions.

The regular discussions of the Institute were then opened. The first subject upon the programme was "The Supervision and Inspection of Schools."

Mr. J. P. Averill, of Northampton, Superintendent of Public Schools, was the first speaker. He commenced by referring to the vastness of the subject, which had been more and more enforced upon his mind as he had studied it with greater care. He thought that to speak of the "system of supervision of public education" was useless. A system of supervision was a mere shadow; it could not be systematized. But it was quite possible to consider some of the methods of supervision. If one would supervise a school well he would find a great deal of hard work. He must work with parents, teachers, and children, and the speaker thought that the greater part of the labor of supervisor was with the parents. The inspector of a school should have no stated time for visiting a school, and should leave the teacher in whom he had confidence untrammeled, while the teacher in whom he had not confidence should speedily give place to a competent instructor.

Mr. A. P. Stone, of Portland, said it seemed to him that the question of the supervision of schools had not been developed so that the schools felt its effects. He referred to the great variance in the opinions held by different superintendents. He thought the system of common schools had been carried about as far as it could be without more and better supervision and inspection.

Rev. Mr. Leach, of Providence, was next called upon. In order that there should be efficiency in the schools there should be a standard; and one of the first duties of the superintendent was to keep this standard constantly before the teachers, that they might have a thorough understanding of their daily progress. The inefficiency of the schools throughout New England was owing more to the indifference of the parents than to any other cause. The motive power of education is in the people ; it must start there ; it must increase there ; and wherever the people determined to co-operate in the formation of a school of the highest grade, it had been done. The speaker gave some notable instances of the elevation of schools by the unanimous resolution of the parents to produce such a result.

Prof. Greene, of Brown University, followed in some remarks concerning the good effects which have been wrought in the larger towns and cities by intelligent supervision. He thought the schools of Oswego, N. Y., a notable instance in the results of able supervision, and spoke in high terms of some of the leading pioneers in the work, mentioning the fact that Providence, R. I., was the first city in the Union to support a superintendent of public schools.

Mr. C. O. Thompson, of the Worcester Technical School, also spoke upon the subject. The needs of the schools were a greater enthusiasm on the part of the teachers, and a greater respect on the part of the people for the teacher's office and vocation. He thought there must be a State law, making the diploma of the Normal Schools a sufficient qualification for a teacher in the common schools.

Mr. D. B. Hagar, of the Salem Normal School, discussed the question in a vigorous and trenchant way at considerable length. He said he thought that a great deal that was heard from the clergy and others in regard to the worth of the teacher's work was mere trash. There was a feeling in the minds of the public that teaching was a small business, that anybody might pursue or supervise. In any part of New England anybody is thought competent to look after the public schools, and very many of those in whose care the schools were placed were experienced in education. Any true system of education must be based upon mental philosophy, and no one is competent to occupy a place in the school-room unless he understands the laws of the mind. Teaching requires something more than a faculty of dealing with boys and girls ; and when the people can be made to believe that teaching is a great work they will comprehend that it, as well as other enterprises, needs able supervision, and that it demands something more than the refuse time of men employed in other avocations. The supervisors of the public schools should be men of practical experience, who know their work from top to bottom, and through and through,—men who can see if anything is wrong, and, what is of more importance, if anything is right. Mr. Hagar thought the Institute should take some means to extend the work of school supervision by competent men, and he thought there should be county superintendents as well as for cities and towns.

Mr. C. B. Stetson, Supervisor of schools in Androscoggin Co., Maine, spoke in an interesting manner at considerable length, upon the subject, and was followed by Mr. Kimball, of Boston; and Mr. Camp, of Conn. At the close of the discussion, Mr. David N. Camp was appointed a committee to make a report which should embody the expressed views of the Institute as to the best manner of supervising and inspecting the public schools of our land, after which the meeting adjourned until evening.

The evening session was held in the North Church, and a lecture was delivered by Hon. Jos. White, Secretary of Board of Education of Mass. Mr. White's address was a practical consideration of the Relations of Education to our National wealth and prosperity. It abounded in apt historical allusions, and well-expressed views of true education, and was well received.

Wednesday. The Institute met at 9 o'clock, and prayer was offered by Rev. Mr. Twombly, of Charlestown, Mass.

After the transaction of some business, the discussion of the subject designated for the morning's consideration was opened by Mr. Elbridge Smith, of Dorchester, Mass. The topic announced was "*Secondary Education.*" He explained this somewhat ambiguous term to mean the form of education adapted to those who had gone through the primary schools, a middle stage, as it were. He read an eloquent and interesting Essay, in which he took a wide range and touched upon a great variety of topics.

He was followed by Mr. Charles Hammond, of Monson, Mass., principal of Monson Academy, who criticised quite severely the custom of calling by high-sounding names the cheap institutions of learning which spring up in the West. He also had a word to say in defence of the course of study in Latin and Greek which has become so deservedly unpopular among business and practical men.

A lively and sharp debate followed between Mr. Smith and Mr. Hammond, the former handling Mr. Hammond quite severely for his advocacy of what he called "cloister-like exclusiveness" of our colleges.

Mr. A. P. Stone, of Portland, defended the liberal programme and denounced the system which should narrow down the rules of our secondary schools and prohibiting scholars from following such a course of study as they desire. Hon. Joseph White, of Mass., and others, also joined in the discussion which became quite animated and lively, and was continued for some time. After a recess of ten minutes, Prof. E. S. Morse, of the Peabody Institute, delivered a lecture on "The Principles of Classification in Zoölogy." The subject announced was "Object Lessons in Natural History," but Prof. Morse chose the other as being less trite. The lecture was of about an hour's length, and held the closest attention of the audience.

Prof. Morse illustrated upon the blackboard the differences and regular gradation between the lowest and highest forms of the vertebrate, from fishes to birds, and showed the manner in which the subject should be presented to the minds of children. With his marvelous facility of using chalk outlines he showed the first and most important principle to be that the lowest forms of life were aquatic. He introduced the audience to a series of fishes, frogs, turtles, &c., showing how they were all members of a single species, and also depicted the variations in the other species of the animal kingdom. The lecturer was extremely happy in his treatment of the subject. The lecture derived much of its interest from the skillful manner in which it was illustrated. Prof. Morse has a wonderful faculty of pictorial illustrations as well as verbal expression. He uses both hands at the same time, and produces his outlines with the greatest rapidity. The lecture was much applauded, and at its close the Institute adjourned for dinner.

Wednesday Afternoon. The hall was well filled at half-past two o'clock, there being a larger attendance than at any previous session of the Institute. The first business was the reading of the report by Mr. David N. Camp, of New Britain, Conn., formerly superintendent of schools in that State, who was appointed a committee to prepare a series of resolutions which should express the sentiments of the Institute on the subject of Supervision and Inspection of schools, which was so ably discussed on Tuesday. The resolutions as finally adopted were as follows :

Resolved, That the judicious and thorough supervision of our public schools conduces to their efficiency, and promotes the highest welfare of society.

Resolved, That school supervision should include the arrangement of school buildings, the appointment of teachers, the classification of pupils, the order of studies and method of teaching, examination of results, and all other matters which pertain directly to the interests of public schools.

Resolved, That in order to secure faithful supervision and inspection, it is of vital importance that there should be in every State, city, or town, where practicable, a Superintendent eminently qualified by education, vocation, and sympathy, to perform the duties of the office, and that his whole time, or so much as is required, should be devoted to such supervision and inspection, with full authority to execute the authority of School Boards and represent the sentiment of the people.

Resolved, That the adaptation of county supervisions as related to State and town school organizations, and its success in every State where it has been efficiently administered, commended it to the consideration of all friends of public schools.

Mr. L. W. Mason, Instructor of Music in the Boston Schools, then occupied an hour in exhibiting his method of instructing children in music. A class of boys and girls from the Portsmouth schools were drilled by Mr. Mason, and in the short space of an hour were made to evince a thorough understanding of the principles of music by the remarkable simplicity of the method of instruction. Mr. Mason showed a very happy faculty in gaining the interest of the children and overcoming the natural trepidation of young persons before a large audience. In response to a question, Mr. Mason stated the somewhat remarkable fact, that several teachers in the Boston schools had carried on musical exercises by the aid of an instrument, without being able to sing a note.

Professor Greene, of Providence, commended Mr. Mason's method as a beautiful example of object-teaching. He spoke, at some length, of the value of that system of teaching, and said no teacher was qualified to take charge of a school of young persons, who could not stand up before his scholars and give a lesson from a pin or a flower.

Mr. Chase, of Watertown, Mass., followed in a very forcible exposition of the value of practical object-teaching.

Mr. Richards, of Washington, recalled the discussion to the subject of the instruction of music in the public schools, and spoke of the practical difficulties in the way of furnishing it in all the schools on account of the lack of preparation and capability on the part of the teachers.

Prof. Thompson, of Worcester, rejoined to this objection, that an Arlington heroine, who was absolutely unable to sing a note, or carry her voice through one measured degree, had procured a small instrument, and, with the coöperation of Mr. Mason and the authorities, had undertaken to instruct her pupils in music, according to Mr. Mason's admirable plan, and had succeeded in making them good singers. In response to a question, as to whether the teacher was able to distinguish between the notes of the scale, Prof. Thompson said, that almost everybody was able to tell the difference between the notes of a crow or robin, and also between the tones of the human voice.

The discussion was continued by several gentlemen; and it was stated by Mr. Hagar, of Salem, that in some of the schools of that city, in which, not a long time ago, the principals had said that they were glad there was no musical instruction in their schools, there had been the most gratifying and complete success in the musical instruction recently introduced, although none of the teachers were musicians.

Mr. Philbrick, of Boston, explained the method which had been pursued in the public schools with such admirable results. He regarded the problem of musical instruction as solved, for, in the Boston schools, the singing was quite as good in those where the teachers were unable to sing, as in those whose teachers were accomplished vocalists.

The discussion proved highly interesting, and drew forth thanks from Mr. Richards, of Washington, for the information he had received.

Prof. C. O. Thompson, of Worcester, opened the discussion of the next topic with an address, which was by far the most original and interesting of the convention. Prof. Thompson put forth some new ideas in regard to the method of imparting instruction, and spoke very favorably of what he had seen in the schools of Germany. He then took up the subject of *Oral Instruction*, and treated it in a very thorough and masterly manner. He was quite severe on text-books and their use. Mr. Thompson's remarks apparently excited a lively interest among his hearers, for, at the close, several gentlemen rose to catechise him upon his new doctrines.

Mr. Smith, of Dorchester, and Mr. Twombly, of Charlestown, and others, discussed the subject at considerable length.

Evening Session. The evening session of the Institute was occupied by President Champlin, of Waterville College, in an address upon *Our Common School System.* He closed with some very good remarks to teachers.

Thursday Morning. The session was opened with prayer by Prof. Allen, of Iowa, and some routine business was then transacted.

The first discussion was a continuation of that upon "Oral Instruction," which was begun on Wednesday afternoon by the wholesome and incisive address of Prof. Thompson, of Worcester. The speakers were Mr. Bulkley, of Brooklyn, and Mr. Hedges, of Newark, and others, and the tenor of their remarks was in favor of the use of text-books to some extent, each regarding the entire exclusion of class-books from the schools as an unwise measure. Text-books must remain in the schools, but the teachers should transcend them and make their labors broad and deep, said the latter speaker.

Mr. Crittenden, of New York, said he thought both systems should be used together, and neither entirely excluded. The discussion was not long continued, and at ten o'clock the subject of the "Examination and Certification of Teachers," was taken up. Mr. Philbrick, of Boston, read a paper upon the subject, treating of the present condition of the educational system of New England, which he thought to be radically defective. The Prussian system of education, he thought, furnished some admirable features, which could be employed to advantage in this country. In Prussia no teacher is allowed to take charge of a school who has not received a certificate from a commission appointed by the Government. In this country there were many towns in the Middle States which had made far superior educational progress than New England. But the State of California was entitled to the highest place, by the improved condition of her educational organization. In no other State have the laws relating to the qualification of teachers been administered with so much vigor and success. In conclusion, he advocated the more intelligent and effectual system of school supervision as the most necessary step to be taken in New England to-day. The reading of the paper was followed by applause, but it was not discussed.

A recess of ten minutes intervened here, and the subject of Drawing was then taken up by Prof. Woodman, of the Chandler Scientific School of Dartmouth College, and a most instructive address given. We should be glad to give an outline of the lecture, but want of space forbids it. It was one of the most enjoyable exercises of the occasion. The lecturer portrayed, in a very interesting manner, the office of Art in culture, and the duty and methods of making it a part of our common-school instruction.

Afternoon Session. The Committee on Nominations made their report, and the officers for the coming year were then chosen. Prof. S. S. Greene, of Providence, R. I., was chosen President, with twenty-eight Vice-presidents, and a long list of Censors, Counselors, Curators, etc., etc. The officers from Maine are: J. E. Littlefield, Bangor; A. P. Stone, Portland; Warren Johnson, Augusta; and J. S. Barrell, Lewiston, among the Vice-presidents.

The Board of Directors then presented their annual report, which recommended that the constitution be changed so as to allow the annual meeting to be held earlier than in August, if advisable, to which the institute agreed.

The final subject on the programme,—"The proper scope and plan of course of study for Public Schools"—was then brought up. Mr. Moses B. Daniels, of Boston Highlands, read a paper upon the subject, and a discussion followed. The paper was a clearly and definitely suggestive consideration of the subject of the studies to be pursued in the schools, and their adaptation to the wants of the pupils.

Rev. Mr. Hammond, of Monson, was the first speaker in the discussion. He advocated a general course of study, which should be uniform throughout the school. He believed that the specialties should be eliminated, and that the studies pursued should be suited to the capacity of the whole school. The studies should be few in number and well taught, and the means of culture would be thus afforded.

The discussion was shortly afterwards adjourned at the request of Mr. Kneeland, who then introduced Dr. Geo. B. Emerson, of Massachusetts, who had been invited to deliver a eulogy on the late Thomas Sherwin. Dr. Emerson read a long and appreciative memoir of Mr. Sherwin, pointing out the influences which helped to form his character and contributed to his success as a prominent educator. Dr. Emerson bestowed the highest tribute which it was in his power to express on the integrity of Mr. Sherman's character and his fitness for an instructor of youth. At the close of his remarks Dr. Emerson offered a series of resolutions as the expression of the high regard and esteem with which Mr. Sherwin was held by his associates in the American Institute of Instruction.

The resolutions were passed by a unanimous vote.

Similar resolutions of respect for the memory of the late Abraham Andrews, of Charlestown, were presented by Mr. Hammond, of Monson.

The report of the Treasurer, Mr. Geo. A. Walton, was then presented.

A resolution was offered by Mr. Philbrick to the effect that the examination and certification of teachers should be confided to county boards of examiners.

Closing Session. The closing session of the Institute was held in the evening at the North Church, at which we were not present, but we learn that the evening was occupied by several speakers in interesting remarks upon a variety of educational topics. On Friday, many of those in attendance upon the meetings went on an excursion to the Isle of Shoals; and we should not forget to mention that many also enjoyed a visit to the Navy Yard on Thursday afternoon, by invitation of the officers in charge.

The Fortieth session of the Institute has been a very pleasant and profitable one. The discussions have been particularly sharp and lively, and upon topics of especial interest to teachers. We think those who attended will feel amply repaid for their time and expense. We are under obligations to several of the Boston and Portsmouth reporters present, for assistance in making up the above account of the meetings. It has been made much briefer than we should be glad to give, but the limited space of our department will not allow a more extended notice. It would be too bad to overwhelm our foreman with copy during this hot month.

MEETING OF SCHOOL OFFICIALS IN KENNEBEC COUNTY.—Supervisor Bigelow, of this county, has issued an invitation to all school officers to meet at *Waterville on Friday, September third*, for the purpose of devising a better and more efficient system of supervision and inspection of schools. Free return tickets on the Main Central, and the Portland & Kennebec Railroads, will be furnished to those who attend, and the fare at the hotels will be only $1.00 per day. The move is a good one. We hope there will be a full attendance; and that the hint will be taken by Supervisors in other counties to go and do likewise. More organization and system are needed.

THE TRENTON MEETINGS.—The educational meetings at Trenton, last month, were highly interesting and well attended. We have no space to notice them this month, but may give some account of them in our next number.

What's in a name?—The Nabob of Bengal has arrived at Paris, and registers himself on the hotel books as "Mumtazamul-Moock-Mohsumooddow-Cah-Fureed-Ponjah-Sound-Munzoor-Ali-Khan-Bahadoor-Musrutjung."

OBITUARY NOTICE

OF REV. A. R. ABBOTT, OF ROCKLAND, SUPERVISOR OF SCHOOLS FOR KNOX COUNTY.

Alexander Robinson Abbott was born in East Livermore, November 30, 1812. In his early youth, his father removed to Kingfield. His father was a blacksmith, and he was trained to the same employment. And if, as has been said, working at the anvil begets strength of purpose; if every stroke, which forges into useful form the plastic iron, inures the will to shape to its own needs the incidents of life, we may here account for that indomitable energy which Mr. Abbott exhibited in every subsequent field of labor. By the light of the forge, he studied and mastered the common English branches and fitted himself to teach others. He was eminently successful as a teacher, being gifted with the faculty of making straight the crooked paths of study,—or rather, he had learned by what means a given difficulty might be cleared up, and had discovered that, however crooked the way, its course might be followed by proceeding always as far as it could at the time be seen. He pursued his studies in connection with his labors as teacher, and, in this way, became proficient in the higher mathematics, in the sciences and in French, and made considerable advancement in Latin. His favorite author was Cousin, from whom he perhaps acquired that remarkable transparency of diction which characterized his writings. He admired Sir William Hamilton for the same quality of style, as well as for the wealth of his reasoning. And thus he showed in his tastes, as well as by his acquisitions, that he put no value upon outward adornment; he appreciated intrinsic worth, however humbly clad.

After teaching some time in this State, Mr. Abbott removed to Massachusetts; and, in 1841, while teaching there, he was married to Mary Abbott Merriam, of Lowell.

In 1844 or 1845, he was ordained for the ministry, by Rev. Dr. Miner. His first settlement was at Bath, N. H. Afterwards, he was employed by the Boston Association to labor as a missionary with destitute churches. He was, after this, settled at Newburyport, Mass.; Pawtucket, R. I.; Gardiner, Me.; South Dedham, Mass.; Hudson, N. Y.; and, lastly, at Rockland, Me., from November, 1865, till his death. He took charge of the *Christian Repository*—a Universalist periodical published at Montpelier, Vt.—during the sickness of Rev. E. Ballou, D. D., the editor and publisher.

At Rockland, Mr. Abbott was highly esteemed by the members of his society and Sunday school, and by all the citizens. He was an entertaining conversationalist, and had the power of pleasing and attracting the young. These qualities, his experience in teaching, and his great force of character, marked him as one especially qualified to superintend the school interests of the city; and, upon the establishment of County Supervisorships, his friends felt that no better choice could be made of a Supervisor for Knox county. The city council and the school teachers petitioned the State Superintendent for his appointment.

He had matured and arranged his plans for his summer's work in the county, as carefully as a general would arrange the details of an important battle, and was to commence his labors on Monday, the 28th of June; but, on Sunday the 27th, as he was entering his residence at the close of the Sunday school service, he made a misstep and fell, dislocating the ankle joint and fracturing the smaller bone of his left leg.

He died, after a comparatively painless illness, and without any premonitions, July 22, 1869, at the age of 56 years, 7 months, and 22 days.

When conscious that he could not recover, he prepared for his departure, and was ready when the Master called his soul

> "Over the abyss of death; and bade it wear
> The garments of eternal day, and wing
> Its heavenly flight beyond this little sphere,
> Even to its source—its Author there."

Mr. Abbott stood in the front ranks of his denomination, in ability and influence. He was a regular paid contributor to some of the leading denominational periodicals; and was almost without a peer among his brethren in the State in handling knotty questions in theology.

He was deeply interested in all reforms, political, social, and educational. He was particularly pleased with the policy marked out by the State Superintendent of Schools, and with the character of the men whom that office was gathering about him, and was full of hopes for the success of founding a generous educational system. In promoting such a cause, he was happy to assist. Therefore, have we the greater reason to regret his untimely decease. A. D. S.

BOOK TABLE.

NATIONAL SYSTEM OF MAP DRAWING. By Jerome Allen, Principal of Normal School, Monticello, Iowa.

We like this system of map-drawing better than any other we have seen. By it all maps are drawn upon a scale which is uniform, and which can be uniformly enlarged for the purpose of blackboard drawings, etc. It can be readily learned and easily applied. The book is of quarto form, with specimen maps, and rules for the use of the scale, etc. The price of the work is so low as to come within the reach of every pupil.

HAVEN'S RHETORIC. A text-book for Schools and Colleges, by E. O. Haven, President of the University of Michigan. New York: Harper and Brothers.

Those who know President Haven, as a racy writer and interesting speaker, will expect a book from his pen suggestive of work and practice in the hands of the teacher and class. Such a one will be found the treatise named above. The general scope of the book may be inferred from the following principal divisions of the work: 1. Words and the material of expression. 2. Figures of speech and thought. 3. Composition and style. 4. Invention. 5. Elocution.

There is less discussion of the higher principles of æsthetics than is to be found in some works upon this subject, but the treatment of the several parts named above is very fresh and felicitous, and will be highly acceptable to the student who is looking for suggestions to aid him in the proper arrangement of his thoughts and for the best expression in suitable and appropriate language. We regard the work as a valuable contribution to this department of educational literature.

MAN IN GENESIS AND IN GEOLOGY; or, the Biblical account of man's creation tested by Scientific theories of his origin and antiquity. By Joseph P. Thompson, D. D., LL. D., 12mo. Price, $1.00.

This new work is nearly ready for the market, is condensed in style and argumentation, and is a valuable contribution to Science and Theology. Samuel R. Wells, publisher, 389 Broadway, New York.

THE INDEPENDENT THIRD READER. By J. Madison Watson. New York: A. S. Barnes & Co.

This is a very attractive book for young readers. It contains an illustrated treatise on elocution, with choice selections for reading, copiously and beautifully illustrated.

APPLETON'S JOURNAL is the most valuable weekly magazine that we receive. It has some splendid illustrations every week; some scientific, or otherwise deeply interesting articles, besides its regular amount of readable stories. See our Club list.

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TEACHERS WANTING SITUATIONS.

LADIES.

No. 11. Graduated at Bates College, Seminary Department. Can teach English, French, and Drawing. Has taught sixteen terms. Wishes for High School or Academy.

No. 12. Graduated at Kent's Hill Female College. Can teach Latin, German, French Mathematics, and Sciences. Has taught four years. Wishes for High School, Academy, or Select School.

No. 20. Has taught twenty-one terms district school. Desires permanent situation if possible in a graded school.

No. 21. Has taught two terms of a district school and five terms in a graded school. Desires a permanent situation in some *Western* State.

No. 24. Graduated at Farmington Normal School, 1867. Would prefer an assistant's place in an academy or high school, where a little time could be found for higher branches, but would take charge of a graded school. Has had experience in district schools.

No. 25. Graduated at Farmington Normal School. Has taught three terms district schools Would like a situation as assistant.

No. 27. Educated at Mt. Holyoke Seminary. Can teach English, Latin, Mathematics, and the Piano. Wishes a situation in High School or Academy. Has had experience.

No. 30. Has had ten years' experience in schools East and West. Desires a situation East.

GENTLEMEN.

No. 13. Has taught fifteen years. Fully capable of taking charge of Grammar, or the English department of a High School. Educated at Maine Wesleyan Seminary.

No. 14. Has had eighteen years' experience in Grammar Schools. Desires permanent situation in a Grammar School.

No. 15. Has taught seven terms in common schools; one year in a Grammar School. Can teach French, Latin, and English. Desires situation in an Academy, High, or Grammar School.

No. 16. Has a good English education. Wishes to obtain a situation in an Academy or High School as an assistant, where a knowledge of the Classics may be obtained. Wages, aside from board, not of importance.

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No. 22. Wishes situation as principal of a high school, or would take private students in the languages. Is fully capable to fill the situation. Salary from $1800 upward.

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No. 29. Graduated at Farmington Normal School. Has had experience in District Schools. Wants a Grammar School.

No. 30. Educated at Farmington Normal School. Has had experience in District Schools. Desires situation in the grammar department of a school.

No. 31. Wishes to teach the coming winter. Has taught seven District Schools. Can teach penmanship or vocal music if desired. Wages $40 per month and board.

No. 32. Two years' experience in Grammar School. Graduate of State Normal School.

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$2.50.	*Arthur's Children's Hour, The Manufacturer and Builder.*

THE MAINE

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R. WOODBURY, Editor for October.

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THOROUGH TEACHING IN OUR COUNTRY SCHOOLS.

No doubt constant readers of our educational journals often think some subjects have been worn threadbare, and have earned the meed of being "let alone;" but among teachers, even as elsewhere, "line upon line" is needed, and we find the fact to be, that the great mass of the teachers in our State have not yet been reached by any of the discussions which have been carried on so long. The suggestions in this article are offered in the hope that they may reach some of the, as yet, unreached, and not because they are in any sense new or startling.

It is conceded by all who are qualified to judge, that the good teacher must be thorough, but what is meant by being thorough may almost be said to vary as two individuals vary. Our point of argument, however, seems to appear in this, that each teacher thinks he, at least, possesses what so many others lack, the faculty of being thorough in what he undertakes. It may be that the fact that teachers are so sensitive on this point, shows that there is trouble somewhere, either a positive lack which words are supposed to conceal, or a great looseness of idea as to what is meant by the word thorough when applied to the teacher's work.

Education is well defined as "developing in each individual all the perfection of which he is susceptible;" in other words, making the best man possible out of the boy. As we vary much in our ideas as to what goes to make up the model man, we shall vary equally as to methods in details, but in generals there may be found unity enough to answer our present purpose.

It is rather trite to say that education is for man, and not man for education; but, even here, there seems to be a difference of opinion, if actions speak louder than words, as they are commonly reported as doing; for to some teachers, a scheme of education answers the same purpose his iron bedstead did to Procrustes; those students who are not of the right stature by nature, being docked or lengthened as the case may be. Such teachers have just one course laid down, which is long enough to last the boy all his school life, and he, whatever his aptitudes, must follow the beaten path or give up the school, and with it all chance for an education.

The necessity of educating the moral and physical, as well as the intellectual, will not be dwelt on in this, but rather the *how* to make the training of the intellect most beneficial, and, to some extent, what that training should be.

The child of to-day is not the child of yesterday, nor yet of tomorrow, and the teacher should keep this in view and make his teaching refer not only to the present, but the future; and not only to the near, but also to the more remote future. Any system of training must be wrong which unfits the child for his peculiar work in life.

Thorough teaching then, we conclude, must have in view the child as a complex being, his *possible* and *probable* future.

To reach these results the most perfectly individual instruction would have to be given; but as that is usually impracticable, we must, if not satisfy ourselves, at least rest with the nearest approach to that possible.

The adage that "man is but a child of larger growth" is true in this, that the germ of the faculties which the man should form are found in the child's mind, but they are germs and not growth; or the child is a child and not a man, and should be treated accordingly.

The mind being developed in accordance with general laws and working in the same way, and branches of study not being isolated but connected closely with one another, so that one is the complement of some other, the thorough teacher should be well versed in the philosophy of mind, and in what is called the "natural order of studies." That this fitness has been attained by but few we well know; but it has been attained by the few, and let others imitate them, for one who does right by imitation only, is doing a far better work than one who is doing wrong in his own way.

The person who teaches in the above-mentioned way, will not teach arithmetic merely as arithmetic, but as such a part of a great whole, and the same of other branches of study.

We say, further, that thorough teaching will be such as fits the man for his work; the farmer for farming, the mechanic for his, and the housekeeper for her work.

If all this is bound up in thorough teaching, the teacher must be a man who has no narrow, contracted mind, no hobbies to ride; one, in fact, who has no glaring one-sidedness. He must be a man of liberal views, and have a good understanding of the whole scheme of education; he must have traveled the road over which he wishes to conduct the child; he must, also, be practical, as he has to do with those who are to do the work of the world, that which is called the least, as well as that which is called the most honorable.

In order to illustrate our idea of the thorough teaching of any one branch of study, we will briefly outline the method we would advise a teacher to follow in arithmetic, as the same method will apply to any other study. Right here we would say, that we by no means consider thoroughness and exhaustiveness as synonyms, as they seem to be popularly taken.

The fundamental principles should be taught with the greatest care, the pupil being led over the ground once and again, till he can go alone without halting. So far the teaching may well be exhaustive; for a step left out here, may cause stumbling, when to stumble is to suffer mortification if not loss. Notation and numeration should be dwelt on till the scholar is sure he can write and read any number from one thousandth to one million, according to the decimal system of notation. The pupil should be kept at work in addition till he can add a ledger column and be right in his result, and sure of it. Out of a class of over fifty seeking for admission into one of our Normal Schools the present term, eighty-two per cent failed in simple addition; and we venture to say, that the average of all of our country teachers would have done no better. We believe many more times as much time should be devoted to practice in adding numbers as is given in any of our schools. All this is a little outside of our subject, but it may serve to give point to remarks more general. After a very careful study of the simple rules, fractions, percentage, and denominate numbers with applications should, as far as possible, be understood by all. When we get beyond the topics just mentioned, the teaching should vary with the probabilities and possibilities which await the boy. We do not hesitate to say, that, in our opinion, nearly all the time spent by the majority in our schools in arithmetic after they have completely mastered the topic mentioned above, and it might be spent to much better advantage in studying about what they meet every day,—the grasses, soils, color, light, heat, etc., etc. Bothering over the problems in the National Arithmetic to the exclusion of subjects which meet us on every hand, may be called almost anything else as properly as thorough.

Do not allow yourself, teacher, to be bullied into spending half of your time of the school in work on the puzzles in that book. Being forced to do just that work for fear the district will think you "cannot do George's sums," is a confession of weakness you ought not to make. We move, in relation to all such work, a *strike*. If the boy wants work, have him search out the reason why snow is white.

The method commonly pursued in teaching the branch of study from which we are drawing our illustration is something like this. Each topic is taken up as found in the text-book, and every one found there, and usually the more abstract and useless the topic the more time will be given, and necessarily too, if the subject is to be in any sense mastered; for the child has common sense enough to know that he is not and cannot be interested in it. His instinct is nearer right than the reason of the teacher. Principles, with which the man has nothing to do, occupy the time of the student, to the exclusion of much that might be of the greatest value. Such teaching, having in view neither the possible nor probable future of the child, must fail in being thorough.

All teaching which takes the text-book as absolute in facts, and in the arrangement and clothing of facts, fails, as it does not train the child in thinking for himself. It is not so much what of fact the pupil stores up in mind that makes him a man of power, as the ability he acquires to think for himself, and arrive at logical conclusions. When the young man leaves the school and goes among business men to work out his future, he needs to know how to reason rapidly and accurately, then and there. He cannot go to his books and see what ought to result from such causes, nor can he often take days to decide. There would not be so many nobodies in the world, we should not have so many failures in life, if we could get out of the old worn path of "that is so, because the book says so." The presumption is, to be sure, that the book is correct; but that does not take from us the necessity of training the child to seek the why, far from it. If the boy will think for himself, the teacher should meet his inquiring mind, teach him how, and encourage him to go on, or let him alone. The tendency of much of the teaching in our country schools to-day is to stifle thought, which is just as it ought not to be.

It is a homely saying, but one containing an important truth, that "every tub must stand on its own bottom." The man of business has to depend mainly on himself, and in fact the man wherever you find him. The well-furnished man, then, must be self-reliant. If the man then, as far as possible the boy, self-reliance being one of the things he will need to practice when he has grown up. It may be necessary for pupils to creep before they can walk, but not for the same reason proper that they should always go on all-fours.

All know how much they need the power to concentrate their energies on the matter in hand, whatever the surrounding circumstances may be. The teacher should keep this also in mind, and though not having a noisy school, must remember that this world's work is mostly done where there is bustle, and very likely some confusion.

We are far from believing that a liberal education unfits a man to fill a humble position in life. Other things being equal, it helps him very much. The fact is, however, that very many of the graduates of our schools commence their life-work discontented, if not positively unhappy in their positions. We fear, judging from results, that much of the teaching in our common schools, consciously or unconsciously, tends to produce the feeling that it is disgraceful to work with one's own hands on the farm or in the shop or in the kitchen. In some one of these places a good proportion of our youth ought to be proud when they are at their work. Let them get as good a general education as possible; but let there be connected with that, knowledge of what they are to do. Let the teaching for country boys and girls be such as they will need in the country, to a very large extent at least, such as will tend to keep them there satisfied and interested in their work.

Just as soon as the pupil passes beyond what all must know that they may know anything, the wants of the individual should be ever in mind, and should as far as possible give character to the work done for him. Thorough teaching never spoiled a good carpenter by making of him a poor preacher, or a good lawyer by making a second-rate farmer. Those who are to be farmers and mechanics, do not need the same course of training those do who are to enter the learned professions. Their wants are in another direction, and in satisfying those wants they can find plenty of room for mental culture and discipline.

The great mass of our common-school teachers, for to them these words are addressed, should keep in mind that the most of their pupils will fill humble places in life, for such is life. But few are needed in the so-called high positions, or could succeed if there. Being something, ought to be being what God has fitted us for by capabilities and position.

Nurturing the ambition of the child for a place where he need not work, thereby causing him to go through life with the ever present feeling that he has been cheated out of his birthright; for it is almost certain, and certainly to be hoped, that he will have to work, cannot be good teaching.

We want teaching in Maine which will fit our boys and girls to live and work in Maine, and in this country at that, not dwarfed, unhappy livers, but as cheerful, earnest, whole-souled men and women as results for our work, not mere scholars. We want from or boys men who can make and swing the scythe, build and run the factory, do the work which can be done in Maine, and intelligently too. We want girls who can do housework, and who are not ashamed to, although having all the accomplishments which any can desire. We want from our schools and academies not so much scholars for our colleges, as men and women for our towns. Never fear but the boy who has great genius will let it be known under such a course of instruction as this.

Thinking, self-reliant, earnest, intelligent, working men and women, then, we believe to be the normal results of thorough teaching.

We wish all of our boys and girls could have the full benefits of a university education; but they cannot. Very many will get all the school training they ever receive in our rude country school-houses, and it is for them we speak, and we ask our teachers to consider how they can best, from these same boys and girls, obtain men and women for Maine's special industrial employments.

We believe that those who teach in the way mentioned, and for such results, may do much to keep our young men out of the cities where they are not wanted, and in the country where they are wanted, and that is worth working for. W.

STUDY OF ENGLISH LANGUAGE IN OUR COMMON SCHOOLS.

The proper education of the mind develops it in two ways. First, it leads us to think justly, accurately, and closely; second, it leads us to express our thoughts with clearness, force, and propriety.

Appropriate language is necessary to the true expression of thought. There are few thoughts formed in the minds of Americans that may not be expressed in exact and appropriate words from the English tongue; I say *few* thoughts. There are some thoughts containing as elements such notions as may be expressed only by words from some other language, as *spirituelle*, *ennui*; there are also certain scientific terms that, so far as I know, have no equivalents in English. These words and terms are exceptional, and need not be dwelt upon here.

A poor choice of words, or a wrong and inelegant use of words, often kills the thought, so far as the minds of others are concerned, and, I believe, does much to weaken mental power in the speaker or writer; on the other hand, every expression that turns out the thought, full, rounded, exact, enhances the value of the thought, just as the chaste setting enhances the value of the stone; gives the thought more power over the minds of others, and is a decided, forward step in the mental growth of its author.

The very act of putting the thought into such words as will express his exact meaning, makes that meaning clearer and more satisfactory to himself. Lady Mary Wortley Montague once said that "language is but the vehicle for thought." This saying has been quoted so often that it has become a kind of axiom with many who decry the critical study of one's mother tongue.

I agree with one interpretation of the saying; I will add that I would have the vehicle as strong as the "Deacon's Shay;" it should be built in a perfectly "logical way." I would intrust the building of the vehicle to only skilled and cunning workmen. Such a carriage would be likely to carry one's thought safely. Language is the most powerful instrument of the intellect. Horace Mann says that some philosophers assert that the mind could never carry on its process of argument and investigation to any considerable extent without using language as an instrument. A correct and practical knowledge of the offices and structure of instruments aids operations; the ignorant and unskillful use of tools results in abuse of materials.

I maintain that a just training of the power of expressing thought contributes largely to the happiness of people. I have often noticed the pleasure that thoroughly educated men and women take in conversation; and it has seemed to me that the force, propriety, and grammatical accuracy of their language have for them, as well as me, a distinct charm; a charm as distinct as that produced by a fine alto-singer in the quartette, which always belonging to the whole may be considered all the time as a nice individuality. Dr. Worcester defines the noun *study* as follows: application to books and learning, attention, meditation. The intelligent child begins the study of language before he can utter a word. Talk will convey notions to the mind of the young, blind child. In this case, facial expression can render no assistance. The tone of the voice does help, but that properly belongs to spoken language. There must be thought, memory, study of some sort, before the child succeeds in uttering words and sentences. From the time of pronouncing his first word, education in language goes on quite rapidly. I shall assume that, whatever is learned upon the subject of language during the first six years of the child's life, is accomplished at home, chiefly from the *example* of parents, friends, and playmates; that four-fifths of the whole number of children of six years of age who attend the public schools of Maine, are habituated to the use of all the sorts of wrong expressions in language that a necessarily limited number of words and idioms would give rise to. In the phrase "wrong expressions," I include wrong pronunciation, wrong applications of words, and ungrammatical structure. Work upon language has been going on five years, but a large part of what has been learned is faulty.

Our responsibility as teachers of the English tongue in the common schools of Maine begins here. I can devise no plan of study in language that will apply to all our six-year old children. I therefore consider them at the outset as divided into two classes: the first class made up of those who attend graded schools, with but little vacation time; second class, of those who attend country district, or imperfectly graded village schools, with long vacation periods.

I shall confine myself to the first of the two classes. Having regularly introduced these children to you, I beg that they may be left a few moments to indulge in their last *peaceful* solecisms and improprieties, while I present to you their teacher.

This teacher has received a regular certificate of qualification from the Superintendent of Public Instruction. The Superintendent was not satisfied to base that certificate upon the number of definitions the applicant could recite; he entered into conversation with the young man in an easy way; spoke of the weather, of mild political topics, of current newspaper items, of the importance of the teacher's work, of the theory and practice of teaching, of the ever increasing wealth of our own English tongue, etc. The Superintendent was wise. He wished to know whether the applicant could use intelligently the great instrument of intellect. I am glad to be able to report to you that the young teacher used his mother tongue with ease, and a good degree of elegance. In fact, he supported the conversation so fluently and ably, that the Superintendent felt that he had gained something to add to his own stock of knowledge. I am glad to be able to add that the Superintendent was magnanimous enough to tell the young teacher that he had learned from him. This teacher is earnest, interested, faithful. He has had tolerably good advantages with regard to schooling. Since leaving school, he has pursued a systematic plan of self-culture. Though he teaches in primary schools, he keeps up an interest in all schools; he sees that *his* work is but a step toward a higher, and while working with the dullest scholar over the dryest of elementary details, takes time to run his eye along the possible future of the little one. You know already that he is somewhat enthusiastic upon the subjects of language and teaching language. His talk with the Superintendent is an evidence. He believes that the study of the English tongue may become deeply interesting and exciting to even the small people. He believes that it is not to be taught in an isolated way, distinct from all other studies. He knows that such a plan would be impracticable, certainly, from the age of six years to that of ten or twelve. He believes that, though it would not pay to introduce grammar books to the children until they are at least ten years of age, the study of language may go on systematically all the time, and he acts according to his belief.

My friend, the teacher, calls the children in, learns their names, gives an interesting object-lesson, encourages questions, at the same time requiring system, method, order. He draws out the exact expression of the thought that shines from a youngster's eye through the medium of language, he asks the class to give it in concert, he prints the sentence on the board in large letters, he fills many with a desire to learn the letters, he corrects wrong pronunciations, he has a little exercise in definition, he tells a little story, he asks a child to repeat it, and if he fails calls upon others to give parts, he has the story told again. He encourages them to notice who tells the story nicely, he calls attention to a peculiarity of tone used by some child. In this way he goes on patiently day by day, always requiring, in all recitations or talk, a complete proposition as an answer, taking care that the sentence be strictly grammatical, that terminations of words be exactly given, that there be no hurry or undue delay in the utterance.

This teacher, like the Prussian teachers, encourages conversation with himself. "Conversation with an intelligent teacher secures several important results. It communicates information. It brightens ideas before only dimly comprehended. It teaches the child to use language, to frame sentences, to select words which convey his whole meaning, to avoid those which convey either more or less than he intends to express; in fine, it teaches him to seek for thoughts upon a subject, and then to find appropriate language in which to clothe them. A child trained in this way will never make those absurd and ludicrous mistakes into which uneducated men of some sense not unfrequently fall, namely, that of mis-matching their words and ideas."

At eight years of age, regular etymological work is done under the direction of my friend, the young teacher. The little reading-book will answer an excellent purpose for a text-book. The short sentences and names of familiar objects are just what are needed. With this book, the slate and pencil, and his own unflagging interest, this teacher lays an exact foundation for the study of language as laid down in the grammar. The parts of speech, the attributes of such nouns as occur in his reader, the comparison of adjectives and adverbs, the offices of coördinate conjunctions, the structure of simple and compound sentences, and many other things that I will not take the time to enumerate. I would like to show you how this teacher would carry on the work through the higher grades, but I have not time now:

M. A. D.

WHAT WE MEAN BY SCIENCE.

The following which we copy from the initial number of Appleton's Journal, we commend to the careful reading of those who do not regard it as a virtue to sneer at science or the "ologies:"

In its prevailing use, the term science suggests a special kind of knowledge which is different from common knowledge, and pertains to a particular class of objects which are looked upon as foreign to the interests of common life. It is generally regarded as relating to external or physical objects, and calls up ideas of minerals, insects, or drug-shops, or electrical exhibitions, with a copious literature of forbidding terms, or the discovery of a new mineral or a steroid, a novel chemical process, a hitherto undescribed zoophyte, or the latest inventive exploit in the way of chorus.

The time has come when this noble term should be redeemed from these degrading associations, and made to stand for the larger and higher things which it now truly represents. Science is not the peculiar property of a few persons, who spend their days in watching bugs, or their nights in watching stars.

The literal meaning of the word science is to know. But it has been found that there are two kinds of knowing; we may know a subject loosely and vaguely, or with clearness and precision. So important has this distinction now become, that it is necessary to mark it in language, and so the word science has come to be applied to one of those kinds of knowledge; it means to know accurately. In the course of time and experience, knowledge slowly passes from the indefinite to the definite, from the vague to the precise. This change is of the nature of a growth, and hence its quality, science may be defined as the higher or more perfect stage of developing knowledge.

Such being the essential character of science, the question next arises, how much does the term comprehend? Our knowledge of nature is all of this growing or progressing kind. In every aspect of the natural world the explanations were at first crude and imperfect, and have gradually ripened into greater distinctness and precision. We are thus brought to the full breadth of meaning of the term science, which is nothing less than the latest and truest interpretation of the order or the world at which the human mind has arrived. It is the perfected mode of thinking in its application to all the phenomena of nature which can become the thought.

As the material world is but a part of the natural order, physical knowledge is but a part of science. Our knowledge of mind and character, of the springs and limits of human action, of the relations of men and the conditions of social welfare, may be either loose and confused, or definite and accurate. This kind of knowledge conforms equally to the conditions of growth, and, therefore, has its true scientific aspects.

By studying the internal or atomic changes of matter, the science of chemistry has been arrived at. Inquiries concerning the air have led to meteorology, and investigations into the earth's crust have given rise to geology. But the intellectual movement thus exemplified is far from stopping with an exploration of material phenomena. Success here but sharpens the mind for the further research of truth. These departments of physical study have their highest value as a preparation for something beyond. They are but the training-ground of the intellect for larger spheres, of inquiry. The development of the physical sciences has produced grand and beneficent results, as all men know.

Imperfect knowledge is misleading; the more accurate it is, the better it serves for guidance. But this is no more true in navigation or mining, than it is in commercial business or in teaching. The subjects, however, are in some cases simpler than in others, and the simpler must obviously serve as stepping-stones to the more complex. It is not that knowledge is to be carried over from one field to another, but that mental training acquired in one field is to be employed in another. Granted that eminent skill in mathematics will not be a suitable preparation for a judge, or expertness in chemistry qualify the intelligent management of a prison; granted that the knowledge conferred by scientific studies, as at present arranged, is not that demanded in dealing with the practical questions of every-day life; the fact, nevertheless, remains, that the cultivation of scientific, that is, accurate habits of thought, is the best preparation for action in all circumstances of responsibility.

THE COMMON-SCHOOL TEACHER A TEACHER OF MORALS.

One cannot view the notorious want of true morality on all sides of him without asking himself the question, Where is the remedy to be found? Society, business, politics, and the civil service, all tell the same story; and one of the worst features of the bad times into which we have fallen is, that some, we might say many, of those concerned in these things, are men from whom we ought to expect better things; men who are even now in positions of trust and emolument. Indeed, so rare is it to have honest men in power, that a president, who governed himself according to his ideas of right and wrong, looking not to hope of gain, or the gratification of ambition, was familiarly and reverently, also, styled by the people, "Honest Old Abe."

But without proceeding further to show what is obvious to even a careless observer, we will note one answer, which is very often made to the query above. It is this; we must educate the rising generation with especial reference to morals.

This is, undoubtedly, one true remedy. But how shall we thus educate the coming men and women? It is generally thought, that the church and Sunday school will do this. It is a fact, however, that they do not; a fact, though to-day witnesses more of Christian activity in Sunday schools, Christian associations, and the like, than has any previous time. A moment's thought will show why this must necessarily be the case. Consider how small the proportion of the youth are ever brought permanently under the influence of the Sunday school and the church; consider, also, how short the hour of instruction in comparison with the days when they are subject to other and untoward influences; also, how little the Sunday-school teacher knows of the habits and character of the pupils.

In view of these facts, it is evident that we must seek some additional help in this matter. Where can we find a better than that of the school-room, that molding place of the American mind? Our common-school teachers (and, indeed, teachers in all grades), must become teachers of morals. Note some of the advantages of the teacher's position. If attendance is not voluntary, it can be compelled. All the youth, therefore, come under his influence. This influence is not limited to one short hour of each week, but extends through five days of from four to six hours each. If the teacher be a true one, his influence reaches even beyond school hours. Making the pupil his constant study, he soon knows him perfectly. Thus having place, time, and knowledge, he can apply closely and continuously the needed lessons.

Of the power of a teacher's influence, all of us can testify. It was with a feeling near akin to reverence, that we looked upon the teachers of our childhood. What implicit confidence we had in their opinions and judgment. Even their manner of dress we noted and sought to imitate. In after years, the words of the loved teacher were words that moved us,—carried with them an unusual weight of conviction; and to-day, the tree has its inclination from the pressure the twig then received.

One, and that a very important advantage, growing out of this method of instructing in morals is, that they will not be held as a mere Sunday affair. Even as respects religion, men are apt to divorce it from business, and all the concerns of life; to have a Sunday suit, and a week-day suit. If the scholar has these great fundamental principles kept before him day after day, interwoven with his study and daily living in after years as a man, he will not lose. the impression. It will be vastly different with him than now, when the mental and moral are kept so disunited.

The first requisite in order to the introduction of this moral teaching is, that our teachers make themselves worthy examples. The youth by whom they are surrounded, are acute to observe, and ever ready to imitate. Correct living on their part will, moreover, add weight to, or take away all power from their instructions in this particular. The teacher should also take good heed to have his whole course of discipline, including both restraint and stimulus, founded on the best moral principles. It is a question, whether some teachers do not, by a system of rewards and prizes, make of their pupils mere servants of policy, rather than disciples of the truth. The motive with such is too often,—will this get me the reward? and not,—is this honest and true?

As to times and methods, the ready invention of each teacher will discover them. The Bible lesson can but suggest many thoughts; the reading lessons will be found by no means unfruitful; the history recitations, also, will be crowded with topics. What opportunities for lessons on political morality in the record of some nations! The free voter needs all these. In his outside readings and observations, the watchful teacher will also find much material of which he can make use.

I ask of you, fellow teachers, an earnest consideration of this subject. If what has been suggested is true, there opens before you a wide field that must be occupied, if you would be true to your high calling; and the occupation of that field for the end proposed is of no small importance.

W. W.

THEORY AND PRACTICE.

The principles peculiar to each branch will be of but little avail to candidates unless they have a good *theory* of imparting instruction; a theory which they can practice. One that is simple, pliant, natural, as opposed to one that is complex and difficult.

The following questions are, therefore, proposed, in order that candidates may have an occasion to draw upon their own resources, and thereby see whether they have a clear system in mind, or whether they must go before their schools to experiment. Such should remember, that the material upon which they are to work, is too expensive for experiments.

The answers to many of the following questions may be found in "*Page's Theory and Practice*," and "*Northend's Teacher and Parent.*" Yet many of them are unwritten, hence must be looked for in the mind. This is as it should be, as, in this department, no superior teacher is a mere imitator.

1. How would you organize a school?

2. What spirit should one possess who has access to the *sanctuary* of the mind?
3. What motive should govern the teacher, moral or pecuniary?
4. What especial preparation does he need who is to play upon the "harp whose tones, *whose living tones*, are left forever in the strings?"
5. What can you say of the responsibility of the *teacher?*
6. What can you say of the ventilation of the school-room?
7. What should be the appearance of the school-room.
8. What can you say of the teacher's responsibility for the health of the child?
9. Would a knowledge of *Mental Philosophy* be a valuable acquisition for a teacher? Why?
10. Should a teacher be held responsible for the intellectual growth of his pupil?
11. Describe the ORDER OF STUDIES to be pursued by the pupil.
12. Should the teacher be responsible for the moral and religious training of his pupil?—*Stone's Complete Examiner.*

GAINING THE ATTENTION.

THE teacher who fails to get the attention of his pupils, fails wholly. There is, and there can be, no teaching where this is not secured. Gaining the attention, however, is not the only indispensable condition. We have seen a class wrought by tricks and devices to the highest pitch of aroused mental activity,—fairly panting with eagerness, yet learning nothing. The teacher had the knack of stirring them up, and lashing them into a half frenzy of expectation, without having any substantial knowledge wherewith to reward their eagerness. With his one-sided skill, he was but a mountebank. For real, successful teaching there must be these two things, the ability to hold the minds of the children, and the ability to give sound and seasonable instruction. Lacking the latter ability, the pupil goes away with his vessel unfilled; lacking the former, the teacher only pours water upon the ground.

How shall the teacher secure attention?

In the first place, let him make up his mind that he will have it. This is half the battle. Let him settle it with himself, that, until he does this, he is doing nothing; that, without the attention of his pupils, he is no more a teacher than the chair which he occupies. With this truth fully realized, he will come before his class resolved to have a hearing; and this very resolution will have its effect upon the scholars. Children are quick to discern the mental attitude of a teacher. They know, as by instinct, whether he is in earnest or not; and, in all ordinary cases, they yield without dispute to a claim resolutely put.

This, then, is the first duty of the teacher. He must go to his class with the resolute determination of making every scholar feel his presence all the time. The moment a pupil shows that the consciousness of his teacher's presence is not on his mind as a restraining or attracting power, something is wrong. The first step toward producing that consciousness, as an abiding influence, is for the teacher to determine in his own mind to bring it about. Without being arrogant, without being dictatorial, without being or doing anything that is disagreeable or unbecoming, he must put forth a distinct power of self-assertion. He must determine to make them feel that he is there, that he is there all the time, that he is there to every one of them.

In the next place, the teacher must not disappoint the attention which his manner has challenged. He must have something of value to communicate. He must be thoroughly prepared in the lesson, so that the pupils shall feel that they are learning from him. His lips must keep knowledge. The human heart thirsts for knowledge. This is one of its natural instincts; and nothing is more common than to see children hanging with fondness around one who has something to tell them. Let the teacher, then, be sure to have something to say, as well as be determined to say it.

In the third place, the teacher must have his knowledge perfectly at command. It must be on the tip of his tongue. If he hesitates and stops to think, or to look in his book for the purpose of hunting up what he has to tell them, he will be very apt to lose his chance. Teaching children, particularly young children, is like shooting birds on the wing. The moment your bird is in sight, you must fire. The moment you have the child's eye, be ready to speak. This readiness of utterance is a matter to be cultivated. The ripest scholars are often sadly deficient in it; the very habit of profound study being apt to induce slowness. A teacher who is conscious of this defect, must resolutely set himself to resist it and overcome it. He can do so if he will; but it requires resolution and effort.

In the fourth place, the teacher should place himself so that every pupil in the class is in sight. It is not uncommon to see a teacher pressing close up to the center of the class, so that, if he turns his face to those on one side, he must at the same time turn his back to those on the other. Always sit or stand where you can see the face of every pupil. I have seen the whole character of the instruction and discipline of a class changed by the observance of this simple rule.

Another rule is to use your eyes quite as much as your tongue. If you want your class to look at you, you must look at them. The eye has a magic power. It wins, it guides, it rewards, it punishes, it controls. You must learn how to see every child all the time. Some teachers seem to be able to see only one pupil at a time. This will never do. While you are giving this absorbed attention to one, all the rest are running wild. Neither will it do for the teacher to be looking about much to see what is going on among the other classes in the room. Your scholars' eyes will be apt to follow yours. You are the engineer, they are the passengers. If you run off the track, they will do likewise. Nor must your eye be occupied with the book, hunting up question and answer, nor dropped to the floor in excessive modesty. All the power of seeing that you have is needed for looking earnestly, lovingly, without interruption, into the faces and eyes of your pupils.

But for the observance of this rule, another is indispensable. You must learn to teach without a book. Perhaps you cannot do this absolutely; but the nearer you can approach to it, the better. Thorough preparation, of course, is the secret of this power. Some teachers think they have prepared a lesson when they have gone over it once, and studied out all the answers. There could not be a greater mistake. This is only the first step in the preparation. You might as well think that you have learned the multiplication table, and are prepared to teach it, when you have gone over it once, and seen, by actual count, that the figures are all right, and you know where to put your finger on them when required. You are prepared to teach a lesson when you have all that is in it at your tongue's end. Any preparation short of this will not do. Once prepare a lesson in this way, and it will give you such freedom in the art of teaching, and you will experience such a pleasure in it, that you will never want to relapse into the old indolent habit.—*American Ed. Monthly.*

WHY SOME TEACHERS FAIL.

It may seem paradoxical to assert, that many teachers fail in their attempts to instruct and manage a school, without ever really knowing that they have failed, and especially without understanding the true cause of their failure. Yet such is not unfrequently the fact. There are teachers who enter the school-room without any proper conception of what constitutes good teaching, or reasonable and successful discipline. Their ideas are crude and incomplete,—according to those ideas they succeed. In the estimation of others, better qualified to judge, their fancied success is a failure. There are also those whose ideas of success are more correct, but who fail to attain that degree of success which seems to them plainly within their reach; and, as we have hinted above, such persons are greatly puzzled to understand the reasons why they have thus fallen short of the expectations of themselves and their friends. Now there are many reasons for such failures, more than we shall attempt at this time fully to enumerate or explain. But a few of them may be briefly noticed. Some unsuccessful teachers are strangely under the influence of the idea that a school can be governed by a kind of dictatorial power,—by main strength. They suppose that they have only to tell pupils to go, and they will go; to abstain from this, and they will let it alone; that a strong arm and an uplifted rod will be sufficient persuasives to obedience and attention to duty. Such is not the way mankind are successfully governed; and more especially is this true of young human nature. There must, it is true, be authority and exacted obedience; but there must also be an understanding between the governing and the governed, which shall make the teacher seem a reasonable executive, having the good of the governed at heart, and showing himself as discreet, wise, and passionless as he is firm and decided. Others seem to exaggerate the old maxim, that you can lead men better than you can drive them; and seem to imagine that coaxing, flattery, special rewards of merit, and indulgences of various kinds will disarm evil-disposed pupils, and reduce them all to loving obedience. Such teachers speedily find out their great mistake. The successful manager of youth, whether teacher or parent, must understand the nature of children, their peculiarities as children, their impulses, motives, the principles by which they can be moved, and especially upon which they forms their likes and dislikes; he must be able to understand by *sympathy* all the springs of action of the youthful mind. When we talk about understanding human nature, we have in view just what we mean by the above. When the teacher is thus prepared for work, he needs to bear constantly in mind that children are to be *managed* rather than driven.

Due allowance is not always made for the difference in the circumstances of pupils. Ready compliance with reasonable rules cannot be expected as much of those who are badly governed, or not governed at all, at home, as of those who are brought up under wholesome discipline, and who are accustomed to render obedience to proper authority almost as a matter of course. Children who are abused by brutal parents will not manifest that kindliness of disposition, under all circumstances, which we have a right to expect from those who have been constantly under the influence of discreet, humane, and loving parents. Those who are allowed to mingle indiscriminately with bad companions in the street, the shop, and elsewhere, will very naturally be averse to the restraint of the schoolroom, and insensible to many of the nicer proprieties of conduct and action. The teacher should therefore acquaint himself with the circumstances of his pupils and their home training, and govern himself accordingly. He will then see very plainly that more can reasonably be expected of some pupils than of others; that more time, toil, and patience must be expended to make willing, obedient, and working pupils of wayward and neglected children, than of those more highly favored in their home culture. And he should also remember that even with this extra care, the same degree of obedience can never be obtained of all the pupils of a school made up of a considerable number of young persons of various ages, temperaments, and culture.

Much allowance must also be made for the different mental capacities of children. Some are quick in all their mental operations, and do everything with an electric energy; while others are slow in their movements, and many are even stupid. But it will never do for the teacher to attempt to make the latter class equally rapid in their work with the former. The difference between the two is a natural difference, and due allowance must be made for it. More time and patience must be expended on those who are slow. We are free to confess that it is not the most attractive or enjoyable kind of work to labor with an incorrigibly dull pupil, but it is a matter of duty, and no teacher can honestly shrink from it. It will make the task less irksome if we resolve to make the best of it. Pupils who are slow, and learn with great difficulty, often develop in later life into more substantial men and women than those more brilliant and erratic lights, who astonish us so much while they are in their school work. Be very patient, therefore, and do not expect that all children can do their work equally well or with the same rapidity. Be reasonable in your requirements, and remember that fretting at slow and dull minds will do neither them nor you any good, but will rather injure the disposition of you both.

Teachers need more general qualifications. Neither books nor lectures, it is true, can give rules by which one can mechanically govern and instruct a school; but the teacher who reads books upon teaching and upon education, who reads an educational journal in which practical teachers are accustomed to give the results of their successful experience, and who often visit schools and converse with a variety of teachers about their work, will obtain many hints and suggestions that will surely aid him much in his duties. It is literally true that the teacher who is wide awake and anxious to improve, can never visit a school without coming away wiser and better prepared for the discharge of future duty. The broader the knowledge of human nature, and the more varied the culture of the teacher, the more likely will that teacher be, under any circumstances, to succeed.

A. P. S.

Popular advancement in the arts and sciences, without a corresponding growth in morality and religion, has been always and only an increased refinement in individual and national wickedness.

When the mother of Washington was asked how she formed the character of her son, she replied that she had endeavored early and earnestly to teach him three things,—obedience, diligence, and truth.

One of the chief points of tact in the government of a school, is to keep always in motion as an offset to the ever-present working of depravity in each heart, a thorough system of anticipative and preventive influences.

HENSLOW'S METHOD OF TEACHING BOTANY.*

Professor Oliver has given us in the little work now under consideration, some insight into the methods employed by the late Professor Henslow in his botanical classes. The volume contains 125 pp. of structural botany, characterized by extreme lucidity. This is Professor Oliver's contribution to the work. The remaining 275 pp. consist of brief lessons in systematic botany, in which Prof. Henslow's admirable method of instruction is presented in a charming manner. It should be stated, however, before giving any illustrations of this method, that Professor Henslow introduced his system of instruction into a parish school at Hitcham, Suffolk. In relation to its employment in primary schools, he says, in a little tract prepared for the South Kensington Museum, "Experience has satisfied me that 'Structural Botany' may be more conveniently and extensively employed than any other branch of natural science for strengthening the 'observant faculties' and expanding the 'reasoning powers' of children in all classes of society. But in order to secure a beneficial result of this sort, we must not avoid the use of certain technical expressions, however pedantically unnecessary they may appear to persons unacquainted with their importance and unaccustomed to their use. Botanists employ both methods. Some of the most important technical terms have not been judiciously selected. Some are too long, others harsh and ungrammatical. But the few terms to which these objections apply cannot be satisfactorily dispensed with. They are thoroughly established, and are, in fact, much more readily learnt than might be imagined."

Professor Henslow commenced his primary course of instruction by requiring his little scholars to spell correctly the few botanical terms made use of in ordinary plant analysis. When they had acquired some degree of proficiency in orthography he placed in the hands of each a "Dissecting-board" of thin pine, twelve inches long and nine wide. The construction and use of this will be easily understood. "Across the upper half is pasted a paper with four compartments. Opposite these, the names of the four floral whorls and their subordinate parts are written or printed, together with the adjective terminations for expressing botanically the numerical and other relations between them.

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* "Lessons in Elementary Botany. The part on Systematic Botany based upon material left in manuscript by the late Professor Henslow." By Professor Oliver, of Kew Garden, London, Macmillan & Co.

No.	Pistils of Carpels.	Stigma, Style, Ovules,	Ovary.	Gynous.
	Stamens.	Filament, Anther,	Pollen.	Androus.
	Corolla of Petals.			Perianth of leaves, petalous.
	Calyx of Sepals.			Phyllous, Sepalous.

"The Dissecting boards are numbered to correspond with numbers assigned to the children. To prevent copying and to compel the children to depend upon their own observations a distinct position is assigned to each number in the school-room; and those of different classes are so intermixed that no two of the first and second class sit contiguous to each other. A flower is handed to each child; a more difficult specimen being usually given to those of the first and second classes than to those of the third.

"The flowers are pulled to pieces and the separate parts of each floral whorl are placed in the appropriate compartments on the dissecting board. When these pullings to pieces (dignified by the name of dissections) have been completed, and the children have determined the number, cohesion, and insertion of the parts in the floral whorls, they next record upon their slates the results of their observations and the inferences they have drawn from them." To illustrate this an analysis of the common Cow-parsnip is given below.

No. 2	Adhesion of unlike. Inferior. Ovules,—one in each carpel.	Cohesion of like parts. Syncarpous.	Pistils of Carpels.
5	Epigynous.	Pentandrous	Stamens, etc.
5	Epigynous.	Polypetalous	Corolla, etc.
5	Superior.	Gamosepalous	Calyx, etc.

Here are given all the facts requisite for a determination of the order by a brief reference to any manual on botany. Local manuals of botany, plant-presses, and other botanical appliances were given by Professor Henslow as rewards of merit, and were eagerly competed for by very young pupils. It is inferentially stated by him that his scholars became familiar in a short time with the plants in the neighborhood of the rectory, and acquired a facility in botanical analysis quite unlooked for.

In classes of older pupils, blank schedules were used.

In the hope that other teachers may be induced to give Professor Henslow's method a fair trial, I present herewith a few schedules filled by advanced pupils during the last term. It will be seen that the order of the terms in the schedule is different from that on the direction-board.

No. 1.

ORGAN.	NO.	COHESION.	ADHESION.
Calyx *sepals.*	5	Gamosepalous	Inferior
Corolla *petals.*	5	Gamopetalous	Hypogynous
Stamens *filaments.* *anthers.*	4	Didynamous	Epipetalous
Pistil *carpels.* *ovary.*	2	Syncarpous	Superior
Seeds		Indefinite in each cell of the capsule	

No. 2.

Calyx *sepals.*	5	Gamosepalous	Inferior
Corolla *petals.*	5	Polypetalous	Hypogynous
Stamens *filaments.* *anthers.*	∞	Monadelphous	Epipetalous
Pistil *carpels.* *ovary.*	∞	Syncarpous	Superior
Seeds		Solitary in each cell	

No. 3.

Calyx *sepals.*			
Corolla *petals.*			
Stamens *filaments.* *anthers.*	6	Hexandrous	Hypogynous
Pistil *carpels.* *ovary.*	3	Syncarpous	Superior
Perianth *leaves.*	6	Polyphyllous	Superior
Seeds		Three in each capsule	

I am confident that a thorough and patient trial of Henslow's method will convince botanical teachers that it can be used with advantage in the instruction of "beginners of all classes." G. L. G.

To make Chalk Crayons: Knead plaster-of-paris with just enough water to make a stiff paste; roll this on a table; with a table-knife divide into sticks four inches long, and a little larger than your finger. Leave them to dry, and keep them dry.

What, among all their grand achievements and boasted honors, have Greece and Rome bequeathed to us that we prize the most? The books of their schoolmasters.

RESIDENT EDITOR'S DEPARTMENT.

THE TRENTON MEETINGS.

UNFORTUNATELY we were not able to attend the educational meetings at Trenton, in August. This was a matter of deep regret at the time, and that regret has been increased since by the account of those meetings obtained through the press and personal friends who were present. We very gladly avail ourselves of the courtesy of Hon. E. E. White, Editor of the *Ohio Educational Monthly*, to give below his report of the proceedings of the various meetings. It will well repay careful perusal, and teachers of all classes will find something in the report which will conduce to their edification and profit:

THE NATIONAL ASSOCIATIONS.

The recent meeting of the National Associations at Trenton, N. J., was the most important educational council held in the history of the nation. Never before have twenty-eight States been represented in a similar body, and never before has the cause of universal education given such promise of a complete triumph. The public-school systems in all the Northern States are making unprecedented progress, and new systems are being organized in all the Southern States. The free school is soon to be a national fact.

The Trenton convention was also distinguished for the learning and ability of its membership. We have never before met so many eminent authors, scholars, teachers, and school officers, and the Eastern press handsomely acknowledged the ability and talent manifest in the proceedings. After alluding to the fact that the members of the other learned professions are prominently before the public, the *Daily State Gazette* (Trenton) added:

> The teacher does his work faithfully and conscientiously, and remains comparatively unknown, except to the discriminating few. Under this state of facts,—and they will not be disputed by intelligent men,—it is a matter of some surprise that there should be so very large a measure of intelligence in the profession. Among the teachers and professors in this city to-day, are men who as lawyers would have not only achieved high reputation, but have accumulated fortunes largely in excess of anything they can hope for from the profession they have embraced. We have been impressed by the appearance of the convention as a body, and we may be pardoned for expressing a doubt whether, in every indication of ability or cultivation, it is not at least equal to any convention of any

other of the learned professions that could be brought together here. These men are really public benefactors. They devote to the cause of education,—the cause of good government, morality, and religion,—talents that in any other profession would assure their fame and fortune. Their choice of a profession may, in the first instance, have been in some degree fortuitous, but the man, conscious of his ability, and of the wider field open to him, who devotes himself to the work of education, does so from a sense of duty, and deserves the highest commendation from all thoughtful men.

We regret that we have space for only a brief summary of the proceedings.

NATIONAL SUPERINTENDENTS' ASSOCIATION.

The National Superintendents' Association met on Monday—President Bulkley, of Brooklyn, in the chair; Rev. Dr. Van Bokkelen, of Maryland, Secretary.

Dr. Hart, of Trenton, read a communication from Rev. Charles Brooks, of Massachusetts, urging the importance of establishing by act of Congress a national system of education. He held that it was clearly within the power of Congress to extend aid and encouragement to the several States in regard to public education, and further power should be secured by an amendment to the Constitution. The proposition met with little favor.

President Bulkley's inaugural address gave a history of the establishment of the National Bureau of Education, and expressed a deep regret that it is regarded with so little favor by members of Congress. This lack of appreciation is seen in the change of the Department to a bureau or mere "office" with two clerks in the Department of the Interior, and in the reduction of the salary of the Commissioner from $4000 to $3000. On motion of Mr. Rickoff, of Ohio, a committee was appointed to take the subject into consideration. The committee subsequently made the following report, which was unanimously adopted:

WHEREAS, It was in consequence of the earnest and often repeated recommendation of State and National Teachers' Associations, and especially of the action taken at the session of the Association of School Superintendents, held February 6th, 1866, in the city of Washington, that Congress finally established the Department of Education; and,

WHEREAS, The more recent action of the Senate and House of Representatives seems to indicate a want of confidence in such a Department as a useful agency in promoting the cause of education: Therefore, be it

Resolved, That this Association appoint a committee of three to act in conjunction with a similar committee from the National Teachers' Association, with instructions to confer with the authorities at Washington in regard to the best interests of the National "Bureau or Office of Education."

Resolved, That the joint committee, appointed as above, be instructed to represent to Congress that it is the unanimous opinion of the members of this Association that such a Department at the seat of the General Government, clothed with all the powers, and having all the facilities contemplated in the law by which it was originally established, would be of almost incalculable utility in collecting and disseminating information for the use of the great multitude of school officers of every rank, who are now or who may hereafter be concerned in the organization and management of schools and school systems in scores of States, and thousands of cities and towns throughout the length and breadth of a territory which already covers almost a continent.

Resolved, That the said committee be further instructed to urge upon Congress that the causes which have impaired the present usefulness of the said department, whatsoever they may be, be not permitted to weigh against the continuance and liberal support of the department itself.

Resolved, That in petitioning Congress for the creation of a Department of Education in connection with the General Government, this association contemplates neither the establishment of a national system of education nor any interference whatsoever with the systems of education established in the several States.

Resolved, That the National Teachers' Association be respectfully requested to concur in the foregoing preamble and resolutions.

The National Teachers' Association concurred in the action proposed, and the joint committee was appointed.

Hon. B. G. Northrop, of Connecticut, read an excellent paper answering the question, "Should Public Schools be free, or be supported in part by rate bills?" He stated that the rate-bill system had been tried in many States, but it was now abandoned in every Northern State except New Jersey. He presented a concise summary of the arguments in favor of free schools, and gave as his answer, "FREE SCHOOLS for the whole people."

Supt. Geo. B. Sears, of Newark, N. J., read a paper on "The Primary Teacher," and Supt. H. F. Harrington, of New Bedford, Mass., delivered an address on "The True Idea of an American System of Public Schools." The Association held a meeting from 8 to 9 o'clock each subsequent morning, discussing, among other topics, "The Examination and Licensing of Teachers." The subject of school statistics was also discussed, and a committee with Hon. W. D. Henkle, of Ohio, chairman, was appointed to confer with the National Commissioner of Education. Supt. J. P. Wickersham, Pennsylvania, was elected President, and Wm. C. Creery, Maryland, Secretary, and the Association adjourned to meet at Washington next winter.

NATIONAL NORMAL ASSOCIATION.

This body convened on Tuesday at 10 o'clock, Prof. John Ogden, first Vice-president, in the chair; A. L. Barber, Secretary. The entire day was devoted to the following papers and lectures: "How shall Normal Pupils be taught to teach?" by Rev. Dr. Joseph Alven, Albany, N. Y.; "The New Normal School Building at Winona, Minn.," by Prof. Wm. F. Phelps, Minnesota; "The Normal School Work in the South," by

Prof. John Ogden, Tennessee; "Course of Study for a Normal School," by Prof. Fordyce A. Allen, Pennsylvania; "Normal Principles of Education," by John C. Harkness, Delaware; and "The Spiritual Element in Education," by Prof. Edward Brooks, Pennsylvania. Dr. Alden's paper was the only one discussed, and the time spent in its consideration did not much exceed thirty minutes. The discussion disclosed a diversity of views respecting the value of instruction in the *principles* of teaching.

The Association held a session from 8 to 9 o'clock on Wednesday, Thursday, and Friday mornings. Resolutions were passed confining the exercises in the future to topics bearing strictly on the functions of Normal Schools; providing for but one exhaustive address, and limiting all other papers to twenty minutes; and mapping out important practical work for the next meeting. Prof. John Ogden was elected President, A. S. Barber, Secretary, and Albert G. Boyden, Mass., Treasurer.

NATIONAL TEACHERS' ASSOCIATION.

This body met on Wednesday, Aug. 18, at 10 o'clock, A. M., President Van Bokkelen, of Maryland in the chair; W. E. Crosby, of Ohio, Secretary. An address of welcome by Judge R. S. Field, of the State Board of Education and the Board of Normal Trustees, was appropriately responded to by President Van Bokkelen, and the Association proceeded at once to business. Instead of following the proceedings seriatim, we have grouped the papers and addresses, thus indicating the subjects discussed.

I. *Vocal Culture and Drawing.*—Vocal culture was introduced by a class drill by Miss Swayze, of the New Jersey State Normal School, with readings by herself and pupils. Mrs. Randall, of Oswego, N. Y., presented an excellent paper on "Natural Reading," with illustrations; and on Friday, Prof. Monroe, of Boston, gave an admirable lecture on "The Voice and its Training," illustrated by Auxoux's models of the vocal organs. His reading was natural and expressive, and his selections new and appropriate. Prof. Woodman, of Dartmouth College, delivered a lecture on the fine arts, under the misnomer "Drawing as a Branch of Elementary Education," to which subject he but briefly alluded.

II. *Primary Instruction.*—The first paper on this subject was by some mistake read before the Superintendents' Association. We refer to Supt. Sears's paper on "The Primary Teacher." He claimed that the most experienced and the best-qualified teachers were needed in the primary grades. He sketched the proper method of primary teaching. Next Dr. Leigh, of New York, explained his "Pronouncing Orthography," and illustrated his method of teaching reading by a primary class of boys and girls from the Soldiers' Orphans' Home of New Jersey. The President's introduction of the little orphans to the Association touched all hearts, and many eyes were suffused with tears. The next paper was read by Supt. Richards, of Washington, D. C., and was entitled "Elementary Schools—Radical Defects and Remedies." He pointed out several important defects in our primary schools, and suggested three remedies—live teachers, good text-books, large and well-ventilated school-rooms. The paper was briefly discussed. What was remarkable in these papers was the failure to name object-teaching as the one reform needed! True, both Mr. Sears and Mr. Richards plead for oral instruction and illustrations, but object-teaching as a system was quite ignored.

III. *Physiology and Botany.*—Prof. James McClintock, of Philadelphia, delivered a very interesting lecture on "Physiology as a part of Common School Education." The lecture was illustrated by a complete new set of Auxoux's Papier Maché Models, Wax Preparations, Diagrams, and Natural Preparations, costing, it is said, over seven thousand dollars. On Thursday, a paper on "Popular Science," by Mrs. Lincoln Phelps, of Baltimore, was read by Prof. Phelps, of Minnesota. It was an earnest defence of the Linnæan method of studying Botany.

IV. *The Educational Question.*—The true function of education was discussed in Mr. Harrington's paper on "The True Ideal of an American System of Public Schools," in Prof. Brook's paper on "The Spiritual Element in Education," in Supt. Wickersham's paper on "Higher Education," and in a paper by E. E. White, of Ohio, on "The True Criterion of School Education." Although these papers presented different phases of the same subject and from different stand-points, there was a remarkable harmony in the views advanced and in the conclusions reached.

V. *Technical and Industrial Education.*—Supt. Philbrick, of Boston, gave a lecture on "The School and the Work-shop," in which he discussed the importance of technical education, or education related and applied to the arts and sciences. He alluded to the lessons taught by the great Paris Exhibition, and urged that each of the States of this Union should establish a technical university similar to the great University of Wurtemburg, with separate colleges for architecture, agriculture, etc. Miss Catherine E. Beecher presented a paper entitled, "Something for Woman better than the Ballot"—to wit, the ability to get a living and live useful lives. The sad condition of thousands of American women was attributed to their inability to do skilled labor. The remedy proposed is the establishment of industrial institutions for women, containing several departments; as, literary, domestic, health, normal, fine-arts, horticultural, etc. The paper will appear in *Appleton's Journal*, Sept. 4th.

VI. *Higher Education.*—On Wednesday evening, Supt. Wickersham, of Pennsylvania, read an elaborate paper on "The State in its Relation to Higher Education." He held that a higher education of the people was a national necessity, and urged that a complete system of public instruction should not only include elementary schools but also high schools, colleges, and a university, in all of which tuition should be *free.* His plan is for the State to regulate, inspect, and aid the high schools or academies and colleges, established by churches, corporate bodies, or individuals, but to found and support the university, the same to be modeled after the great universities of Germany. On Friday, Rev. J. W. Hoyt, of Wisconsin, read an exhaustive address on "The Progress of University Education." The address closed with a plea for the establishment by the General Government of a great American University, which shall be equal to any in the world. The Presidents of the Teachers' and Superintendents' Associations were instructed to appoint a committee consisting of one member from each State, with Dr. Hoyt as chairman, to report on the subject at the next annual meeting.

VII. *Christianity and Education.*—The first paper upon this subject was one by Judge R. S. Field, entitled, "Obligations of Christianity to Learning." He presented a historical argument showing that learning had always served religion, and that Grecian culture, philosophy, and language prepared the way for Christianity. He rejected the doctrine that secular education is adverse to religion, and strongly condemned the use of public funds to sustain sectarian or denominational schools. Mr. Harrington's paper also denounced the organization of sectarian public schools as a subversion of the school system. On Friday, Hon. Joseph White, of Massachusetts, delivered an able address on "Christianity in the Public Schools." He cited the most eminent jurists and lawyers to prove that Christianity is a part of the common law, and that the American States are Christian commonwealths. He held that it was the right and the duty of the State to teach the common truths of religion, not sectarianism, but general Christianity. The subject was discussed by Judge Field, who opposed the teaching of *technical* religion in public schools, but favored the reading of the Bible without note or comment, and by Messrs. Lockwood, of New Jersey, Hobbs, of Indiana, and White, of Ohio. Resolutions were adopted condemning the teaching of partisan or sectarian doctrines in public schools, but declaring that the Bible should be read and studied, and its precepts inculcated in all the common schools of our land.

VIII. *Education in the South.*—Thursday evening was devoted to a consideration of this subject. Gen. O. O. Howard, U. S. A., gave a historical sketch of the organization of the Freedman's Bureau, and its efforts to promote the education of the freedman. The work has grown until there are now more than 3000 schools, with more than 25,000 pupils. The opposition to the education of the colored people has largely ceased. Gen. Howard was followed by Francis M. King, a merchant Friend of Baltimore, who gave an interesting account of the efforts of his Society to educate white youth in North Carolina. Speeches were also made by Supt. S. S. Ashley, North Carolina, Supt. C. T. Chase, Florida, and Circuit Supt. Wygant, Arkansas. All bore testimony to the encouraging progress of the free-school cause in their respective State,—the success attained in Mr. Wygant's district being truly wonderful. Two years ago there were but twelve schools, now there are four hundred with 6000 pupils. Some of the colored schools are taught by late Confederate officers, and all classes are uniting in the support of the system. "The problem of free schools in Arkansas is solved." Resolutions were introduced by Supt. Hobbs, of Indiana, referring to the loss of school funds in the South by the late rebellion, and requesting Congress to give substantial aid, by grants of land or otherwise, to the State systems of popular education now being organized. Adopted.

Conclusion.—The closing session or "reunion" was held on Friday evening. The exercises consisted of short speeches by delegates from the different States, interspersed with music, readings, etc. The officers elect are D. B. Hagar, Massachusetts, President (an excellent selection), Emily A. Rice, Mass., first Vice-president, A. P. Marble, Mass., Secretary, and W. E. Crosby, Iowa, Treasurer.

The above sketch gives but an imperfect idea of the super-abundant feast which was provided and enjoyed. The great mistake was in crowding the programme with lectures and papers, thus nearly excluding all discussion, and preventing the convention from going to the root of some of the vital topics brought before it. A richly merited vote of thanks was extended to President Van Bokkelen, Secretary Crosby, and Treasurer Barber for the faithful and happy manner in which they discharged their respective duties; also, to Dr. Hart and the local committee for the admirable and complete arrangements made for the convention,—and we take pleasure in adding, that we have never seen so large a crowd cared for with so little friction and confusion. We were specially pleased with the provision made for publishers and manufacturers. Some fourteen rooms in the two lower stories of the Model School Building were appropriated to their use, and a like exhibition of school-books, apparatus, and furniture has never before been witnessed in this or in any other country.

TOO TRUE.—*The Teacher of Penmanship*, a journal devoted to the writing art, and published at Sandusky, Ohio, in which the teacher finds many valuable hints and suggestions, makes the following very just remarks about our people as writers:

> It is a fact that we are fast drifting into a nation of scrawlers. The writing of almost every person is peculiar to himself, and not one in a hundred writes a hand that would be acceptable in a first-class business house. On every side you find bad, illegible writers. In this age of steam and lightning, in the hurry and rush of business, the one great object,—to save time,—is predominant. In no civilized country on the face of the earth will be found such a variety of and such miserable writers as in this. Every person seems to have a style of his own. While we have standard works on mathematics, reading, geography, philosophy, chemistry, etc., we have had none on penmanship, and the standard of writing has lessened instead of improved. Business men dash off their correspondence so that it is often illegible. Ministers write their sermons so badly that it confuses them in the pulpit. Lawyers, proverbially, write so poorly that no ordinary person can read their manuscripts. Doctors write their prescriptions so illegibly as often to endanger the lives of patients. Editors, whose unintelligible scrawls bother and perplex the compositor, often make great blunders in their éditorials. Few young men write a hand acceptable in the most ordinary business. In fact, poor writing seems to be an epidemic, reaching all classes.

SCHOOLS IN WASHINGTON, D. C.—The political interest at the capitol is so predominating, that we imagine few people are fully aware what progres has been made in the public schools of Washington during the last few years. Mr. Zalmon Richards, long a resident and a well-known teacher and educator in Washington, has recently been appointed superintendent of public schools, and, at a late meeting of the trustees and teachers of the schools, he took occasion to foreshadow something of his intended policy. The following points give an outline of his plans for the improvement of the schools at the capitol:

1. Continued employment of successful teachers.
2. The employment of thoroughly qualified teachers.
3. The establishment of a normal school.
4. A system of lectures and drills for the improvement of teachers.
5. The establishment of a high school.
6. An increase of the salaries of the principals of the grammar schools.
7. The use of the Franklin School Building for high school purposes.
8. The entire freedom of the schools from political or sectarian influences.

This looks decidedly like improvement.

THE INDEPENDENT.—We are able to club with the *Independent* on very advantageous terms. The subscription price of that paper is $2.50; but subscribers to our Journal can have it for $2.00,—that is, $3.50 for our Journal and the Independent. Furthermore, all such subscribers will be furnished free with a copy of Ritchie's splendid steel engraving of Grant and of Colfax, worth, in the print stores, $2.00 each. It is a rare chance.

EDUCATIONAL INTELLIGENCE.

MAINE.—*Teachers' Institutes* have been in session, during the past month, in the eastern counties of the State and in York county, there being two held in each county. We have heard no particulars in regard to them, but have learned, incidentally, that they are going on with success.

M. C. Fernald, President of the Agricultural College at Orono, delivered an address upon the *Education of Farmers*, at one of the evening sessions of the New England Fair at Portland, the second week in September. It is spoken of as a very sensible, practical address, well calculated to aid parents who propose to educate their sons for agricultural pursuits.

Gordon M. Hicks, of Rockland, has been appointed supervisor of common schools for Knox county, to fill the place made vacant by the death of Rev. A. R. Abbott.

Mr. Moses J. Haines, of Saco, has resigned his position as supervisor of common schools for York county, and accepted the position of teacher of Park Street Grammar School for boys in Portland.

The new Memorial Hall of Colby University at Waterville was dedicated in August. It cost about $40,000, and the exercises attending its dedication gave unusual interest to commencement week.

Benj. F. Bates, of Boston, who has given the college at Lewiston named for him $100,000, has authorized the putting in of the foundation of the new College Hall, similar to Parker Hall, to be located on a corresponding site, east of Hathorn Hall.

Mr. A. J. Blethen, late tempory principal of the North School in Portland, has taken charge of the "Little Blue" School at Farmington, recently taught by Mr. E. P. Weston, who has removed to Illinois.

The State Normal School at Farmington has 115 scholars, 51 of whom are in the entering class.

The School at Castine is also flourishing, with a good entering class.

Maine Naturalists.—The *Portland Transcript* gives the following list of scientific men, either natives or residents of Maine, who recently attended the Scientific Convention at Salem, Mass.: Rev. Dr. J. W. Chickering, a former President of the Portland Society of Natural History; Dr. N. T. True, of Bethel, Geologist; Dr. John De Laski, Falmouth, has written on Glacial Phenomena; Prof. G. L. Goodale, Bowdoin College, Brunswick; Prof. Brackett, Bowdoin College, Brunswick; Geo. L. Vose, of Paris, Geologist, engaged on survey of White Mountains; Sidney I. Smith, of Norway, Assistant at Scientific School, Yale College; Dr. A. C. Hamlin, of

Bangor, paper on Gems; Prof. John Johnson, who read a paper on Physical Geography of coast of Maine; Edwin Bicknell, Microscopist, formerly of Portland; Prof. E. A. Verrill, of Norway, Professor of Natural History, Yale College; Dr. A. S. Packard, jr., of Brunswick, a distinguished Entomologist, author of "Guide to the Study of Insects;" Edward S. Morse, of Portland, one of the editors of the American Naturalist, and author of numerous valuable papers on the Mollusca; A. S. Bickmore, from eastern part of the State, Professor at Madison College, Hamilton, N. Y., and author of a work on China.

Mr. Warren A. Smith, principal elect of Corinna Academy, was recently found dead in his bed, supposed to have died of heart disease. He was a graduate of the last class at Colby University, and a nephew of Prof. S. K. Smith. He was a young man of much promise. His age was twenty-one years.

Mr. Eben Wentworth, for several years principal of the Park Street Grammar School in Portland, has been elected principal of the North School in the same city. Miss Elizabeth E. Scammon, late assistant teacher in the North School, and Miss M. W. Mitchell, a graduate of Bates College, of the class of 1869, have been appointed assistant teachers in the Portland High School.

Mr. Robert L. Packard, class of 1868, has been appointed by the Faculty of Bowdoin College, Tutor in Greek, a department to which he has given close attention since his graduation, as he did during his college course.

Workmen are engaged upon the new Gymnasium building for Colby University.

The colleges of Maine have commenced the Fall term with good prospects. We learn that the Freshmen classes are all larger than last year. Glad to hear it.

MASSACHUSETTS.—Mr. J. C. Greenough, acting principal of the Normal School at Westfield, during the absence of Mr. J. W. Dickinson for a few months past in Europe, and for several years an assistant teacher in the same school, has been appointed in charge of the Normal School of Connecticut, which is soon to be re-opened at New Britain, at a salary of $2,500. Mr. G. is a graduate of Williams College, a thorough scholar, and a successful teacher, and Connecticut will be fortunate to secure his services. Messrs. Boyden, Hagar, and Dickinson, of the Massachusetts Normal Schools, now have a salary of $3,000 each.

CONNECTICUT.—This State, which has as good a common-school system as there is in the United States, now virtually compels children to avail themselves of its advantages. The last General Assembly passed a law which requires three months' schooling each year, as the legal condition of employing minors under fourteen years of age. If any manufacturer or other person shall hire a minor contrary to the provision of the law, he forfeits $100 to the State treasury for each offence. The schools of the State are free to all, and now the poorest people are compelled to educate their children, since their employment is absolutely conditional upon such education. It is noted that the manufacturers throughout the State, cordially approve of the new law, and only a few laboring men oppose it.

NEW YORK.—There have been four hundred applications to Cornell University, of which about three hundred and twenty-five were admitted. Six new Professors have been appointed, including Bayard Taylor.

MISCELLANEOUS. *Germany* is really the country of large libraries. The largest library is that at Munich, consisting of 900,000 volumes, an increase of 100,000 in the last fifteen years. Next is that of Berlin, 700,000, and others follow in this order: Dresden, 500,000; Stuttgart, 450,000; Vienna, 400,000; Darmstadt, 300,000. The University libraries are also immense. That of Gottingen numbers 400,000 volumes; Jena, 300,000; Breslau, 350,000; Heidelberg, 220,000; and there are thirteen other university libraries having upwards of 100,000 volumes. In addition to these there are scores of city, school, and private libraries containing from 50,000 to 200,000 volumes each.

An Ohio school-girl went through her calisthenic exercises at home for the amusement of the children. A youthful visitor, with interest and pity on his countenance, asked her brother "if that girl had fits?"

"No," said the lad, contemptuously, "that's gymnastics."

"Oh, 'tis, hey!" said the verdant; "how long has she had 'em?"

Particular Notice. Will the several sub-committees of the Executive Committee of the Maine Educational Association, appointed at the last annual meeting, report immediately to the President the result of their efforts in behalf of the several objects assigned to them.

THE MAINE EDUCATIONAL ASSOCIATION.—The next annual meeting of this body will be held at Bath, on Monday and Tuesday of Thanksgiving week.

INSTITUTE FOR CUMBERLAND COUNTY.—The Institute for this county will begin at Gorham *October* 4. Free board for ladies.

BOOK TABLE.

A COMPENDIOUS GERMAN GRAMMAR. By Wm. D. Whitney, Professor in Yale College. New York: Leypoldt & Holt. Boston: S. R. Urbino.

Such is the confidence of the literary public in the eminent abilities of Prof. Whitney as a linquist and philologist, that the mere announcement of a forthcoming Grammar from his pen gave rise to very great expectations. We think those expectations will be fully met. We have looked over the pages of this Grammar, and examined its features with great pleasure and satisfaction. We regret that the amount of matter already in type for our present number will not allow us to make a detailed notice and extracts. Prof. Whitney has furnished a grammar which can be *used*. He treats the German language according to the laws and peculiarities of that language, and develops its features according to the needs of the learner. Many of the seeming difficulties in the study of this language, which often discourage the student, are either removed or so elucidated as to be wholly and easily explicable. We rejoice in everything that will increase our facilities for the study of German. That this book will do much in this way, we feel very confident.

ELEMENTS OF COMPOSITION AND RHETORIC. By Simon Kerl. New York: Ivison, Phinney, Blakeman & Co. Boston: W. A. Wilde & Co.

Text-books, in this branch, are multiplying of late. The one now before us is somewhat different from those mostly in use in our schools. It occupies the ground between common grammar and higher rhetoric. It has a great variety of models and exercises for writing,—from simple sentences up to complete themes; and these exercises are well planned to give the learner constant and varied practice, and to exercise his inventive powers. The Elements of Rhetoric proper are not very fully treated, but so far as they are discussed, they are fairly and judiciously exemplified and applied.

MODERN CONVERSATIONAL FRENCH READER. By M. Ladreyt, Boston; Woolworth, Ainsworth & Co., Philadelphia; J. B. Lippincott & Co.

This book, which has been long enough before the Educational public to be thoroughly tested, has secured an introduction into schools and classes which shows that it has great merit, and that it is well appreciated by those whose judgment and good opinion is worth having. We like the selections much. As good models of classical French, and as adapted to lead the learner into an easy knowledge of the colloquial features of the language, it is superior to any book of the kind with which we have met. M. Ladreyt has done teachers and learners good service in giving them in such convenient form so much good French. The size and price of the book commend it to the favorable consideration of all.

GERMAN ECHO; a Guide to German Conversation; or, Dialogues on ordinary and familiar subjects. With a Vocabulary. Edited by James H. Worman. New York: A. S. Barnes & Co.

The principal merit claimed for this work is, that, unlike most readers, so-called, it will lead the pupil to a knowledge of the conversational language of Germany. The selections seem well adapted for that end, and will furnish a copious list of words and phrases in common use. In this respect, as in some others, the book is unique and excellent.

THE WORKS OF HORACE, edited by Thomas Chase. Philadelphia: Eldredge & Brother. Boston: J. L. Hammett.

It gives us sincere pleasure to welcome another volume of the *Chase & Stuart* series of Latin classics, of which the Cæsar, Virgil, and Cicero have heretofore been published. This volume contains the Odes, Epodes, Satires, Epistles, and Ars Poetica. Like the other volumes of the series it is very attractive in style and character. It is compact and neat, has a reliable text well punctuated, concise and judicious notes, and frequent references to all the standard Latin grammars in use.

A PARSER AND ANALYZER, FOR BEGINNERS; with Diagrams and suggestive pictures. By Francis A. March. New York: Harper & Brothers.

Mr. March, a well known distinguished scholar in the English Language, has here given us, in a little book of eighty-six pages, an attempt to furnish the teacher and pupil with a guide to parsing and analysis which shall divest that exercise of its dryness and want of interest. He has really shown much ingenuity and tact in the work, and we commend it to teachers of that branch, for careful examination.

A MANUAL OF ELEMENTARY CHEMISTRY, theoretical and practical. By Geo. Fownes, Professor in University College, London. American edition. Philadelphia: Henry C. Lea.

This is, as it professes to be, an Elementary work, and yet it is one of the most complete and exhaustive text-books in Chemistry published for some time. It is, indeed, a thesaurus of chemical knowledge and results. For colleges, and advanced classes in higher seminaries, and for collateral help to the teacher, it will be invaluable. It contains all the latest phases of chemical science.

A LATIN READER. By Wm. F. & J. H. Allen. Boston: Edwin Ginn.

This book, by the author of Allen's Latin Grammar, is designed to succeed the "Lessons," recently published as a First Book, and Companion to the Grammar. It ranks somewhat higher than most Latin Readers, so called. It contains selections from the Fables of Phædrus, Cæsar, Quintus Curtius, Nepos, Sallust, Ovid, Virgil, Plautus, Terence, Cicero, Pliny, and Tacitus, well edited, with notes and grammatical reference. It is also accompanied by a very well-prepared Vocabulary.

THE LITTLE CORPORAL, the brilliant Western Juvenile (which claims to have a larger circulation than any other juvenile magazine in the world, and to be better worth the money than any other magazine) announces that it will come free for October, November, and December of this year to all new subscribers for the new year whose names and money are sent to the publishers before the last of October. Beautiful Premiums are offered for Clubs. Now is a good time to begin. Price *One Dollar* a year, sample copy, 12 cents. Address ALFRED L. SEWELL & Co., Publishers, Chicago, Illinois.

THE SELECTIONS FROM OVID AND VIRGIL, by Hanson & Rolfe, published by Woolworth, Ainsworth & Co., Boston, are now furnished with a good vocabulary which will save the pupil the expense of a separate dictionary. The same publishers have also issued a new edition of *Rolfe & Gillett's Elements of Chemistry.*

ELEMENTS OF ASTRONOMY. By Elias Loomis. New York: Harper & Brothers. The plan of this work is substantially the same as the author's larger work upon the same subject, with the omission of most of the mathematical portions. The treatment of the subject is quite popular in character, and will, we have no doubt, be found to furnish the learner with the means of acquiring a very good practical knowledge of the science.

A GOOD CHANCE.—The large and magnificent Map of Palestine, by Prof. H. S. Osborn and Rev. Dr. Coleman, which is the admiration of eminent biblical scholars all over the country, is now within reach of every one interested in the cause of sabbath schools, on very favorable terms. For full particulars address, with stamp, J. C. GARRIGUES & Co., Publishers of *The Sunday-School Times*, 608 Arch Street, Philadelphia, Pa.

THE ADVANCE enters upon its third volume this week, and celebrates the event by several marked improvements. It appears in a new dress of type, begins the regular publication of Rev. HENRY WARD BEECHER'S Sermons, and adds several new names to its list of contributors, among them that of Hon. HENRY WILSON of Massachusetts, who in the current number discusses the problem of Chinese immigration from the standpoint of Christian statesmanship. The ADVANCE is published at $2.50 per year by THE ADVANCE COMPANY 25 Lombard Block, Chicago.

The *Eclectic Magazine* for October is a good number. It contains a full-length portrait of Marshal Serano, late of Spain; an article on Roman Imperialism; Useless knowledge; Comets, etc.

Lippincott, for October, continues Trollope's serial, and has articles on the Suez Canal; the Freedmen; the Democratic movement in France, etc.

The *Phrenological Journal* for October has a good portrait of Geo. W. Childs, the Philadelphia publisher, and a very full article on the Salem Witchcraft.

THE SCIENTIFIC AMERICAN is the oldest and best scientific journal in this country. For price, see our club-list.

ALLEN'S LATIN GRAMMAR, published by Edwin Ginn, Boston, appears in a new edition with additional tables of inflections and new supplementary matter.

WATERVILLE CLASSICAL INSTITUTE.—We have received the catalogue of this institution, which seems to be in a highly flourishing condition.

ATTEND THE INSTITUTES.—Let no teacher who can possibly attend the fall Institutes fail to do so. Well-qualified teachers are almost always in demand. The community are also beginning to feel that teachers should be paid according to their qualifications.

TEACHERS WANTING SITUATIONS.

LADIES.

No. 11. Graduated at Bates College, Seminary Department. Can teach English, French, and Drawing. Has taught sixteen terms. Wishes for High School or Academy.

No. 12. Graduated at Kent's Hill Female College. Can teach Latin, German, French Mathematics, and Sciences. Has taught four years. Wishes for High School, Academy, or Select School.

No. 20. Has taught twenty-one terms district school. Desires permanent situation if possible in a graded school.

No. 21. Has taught two terms of a district school and five terms in a graded school. Desires a permanent situation in some *Western* State.

No. 24. Graduated at Farmington Normal School, 1867. Would prefer an assistant's place in an academy or high school, where a little time could be found for higher branches, but would take charge of a graded school. Has had experience in district schools.

No. 25. Graduated at Farmington Normal School. Has taught three terms district schools Would like a situation as assistant.

No. 27. Educated at Mt. Holyoke Seminary. Can teach English, Latin, Mathematics, and the Piano. Wishes a situation in High School or Academy. Has had experience.

No. 30. Has had ten years' experience in schools East and West. Desires a situation East.

No. 33. Educated at Farmington Normal School. Has taught four terms. Desires permamanent situation in a Primary School.

GENTLEMEN.

No. 13. Has taught fifteen years. Fully capable of taking charge of Grammar, or the English department of a High School. Educated at Maine Wesleyan Seminary.

No. 15. Has taught seven terms in common schools; one year in a Grammar School. Can teach French, Latin, and English. Desires situation in an Academy, High, or Grammar School.

No. 16. Has a good English education. Wishes to obtain a situation in an Academy or High School as an assistant, where a knowledge of the Classics may be obtained. Wages, aside from board, not of importance.

No. 17. Educated at Maine State Seminary. Has taught Grammar and District Schools. Wishes situation as assistant in High School or a Grammar School.

No. 22. Wishes situation as principal of a high school, or would take private students in the languages. Is fully capable to fill the situation. Salary from $1300 upward.

No. 26. Graduated at Maine Wesleyan Seminary. Has taught town and graded schools. Wishes high school or academy. Salary, $900 upward.

No. 28. Educated at High and Normal School. Desires situation in high school.

No. 29. Graduated at Farmington Normal School. Has had experience in District Schools. Wants a Grammar School.

No. 30. Educated at Farmington Normal School. Has had experience in District Schools. Desires situation in the grammar department of a school.

No. 31. Wishes to teach the coming winter. Has taught seven District Schools. Can teach penmanship or vocal music if desired. Wages $40 per month and board.

No. 32. Two years' experience in Grammar School. Graduate of State Normal School.

SCHOOLS WANTING TEACHERS.

A lady well qualified to teach higher mathematics and the sciences. Salary, $800 and board.

A lady to teach drawing and painting. Salary, $275 and board.

The proprietors of a first-class family school are desirous of making a change. Any teacher desirous of purchasing the school, will apply to the chairman.

Address A. E. CHASE, Chairman, Portland. J. P. GROSS, Brunswick.
C. C. ROUNDS, Farmington. G. T. FLETCHER, Castine.
N. T. TRUE, Bethel.

CLUBBING WITH MAGAZINES.

We will supply either of the following Periodicals or Books and the Journal of Education one year, for payment strictly in advance one year, for the sums named:

$10.50.	*Webster's Illustrated Unabridged Dictionary.*
$8.50.	*Littell's Living Age.*
$6.00.	*Webster's National Pictorial Dictionary.*
$5.50.	*The Nation, Every Saturday*, or *Eclectic Magazine.*
$4.75.	*Atlantic Monthly, Harpers' New Monthly, Harpers' Weekly, Ladies' Bazaar*, or *Putnam's Magazine.*
$4.00.	*Godey's Lady's Book*, or *The Scientific American.*
$4.50.	*The American Naturalist.*
$4.83.	*The Appletons' Journal.*
$3.50.	*Phrenological Journal and Life Illustrated, New York Independent and a print of both Grant and Colfax, which are sold at the stores for* $4, or *The Advance.*
$3.25.	*Oliver Optic's Magazine.*
$3.00.	*Our Young Folks, Peterson's Ladies' Magazine, Weekly Boston Journal, Ladies' Friend, Riverside Echo, Portland Transcript, Arthur's Home Magazine, Arthur's Once a Month*, or *Good Health.*
$2.50.	*Arthur's Children's Hour, The Manufacturer and Builder*, or *National Sabbath School Teacher.*

THE MAINE

JOURNAL OF EDUCATION.

THOMAS TASH, Editor for November.

Vol. III. NOVEMBER, 1869. No. 11.

SCHOOL ATTENDANCE.

There is no surer measure of success in school than punctuality of attendance. Constant attendance alone does not prove a school valuable, nor does irregular attendance always prove it a useless one. There are many influences that conspire to make attendance more or less the type of success; but, ordinarily, it will be safe to take the record of a school's attendance as an index of its value. To profit by school exercises, scholars must be present. The loss of a few weeks, or even days sometimes, when a class is learning principles essential to its future course, will greatly impair, if not entirely interrupt, the progress of a pupil. In graded schools particularly, where exact classification is so important to success, the necessity of constant attendance is so apparent as to need no additional remark. Without alluding to the effect prompt school attendance must of necessity produce upon the pliable character of youth, it is safe to say, that the first thing a teacher should aim to secure in a school of any grade is prompt and constant attendance, and when this is secured by proper means, it will scarcely be possible that the school should not be found in good working order in other respects. The laxity and indifference that will tolerate tardy and irregular attendance will be quite sure to endure other imperfections.

Allowing these observations to be correct, what means shall a young teacher, who has just entered upon a school where attendance is ordinary, resort to in order to bring it to a proper standard? If a teacher expects, in a single day, week, or month even, to secure promptness in such a school, very likely he will be disappointed. Improvement, however, should be the immediate and constant result of well-directed effort; and, if this appears, it may be taken as a sure mark of success.

The moral sense of the school and of the community in regard to attendance we have assumed as low, and both will have to be educated to a juster appreciation of promptness. This will be effected by acts sooner than by words. No amount of preaching will make a community moral; but when correct example justifies and illustrates the precept, the eloquence of the example will persuade even when argument fails to convince. For a tardy teacher to expect a prompt school, would be to expect the stream to rise above its fountain. Nothing short of an hydraulic ram produces such a result, and this only with a noisy clatter, and a constant strain requiring it to be made of iron, while it wastes as it works nine-tenths of its material. No such prodigal expenditure of effort in school could long be tolerated even if the desired result were for the time secured.

The teacher must show by personal example, in everything pertaining to the school at least, that promptness on his part is a vital necessity. He must show by actions rather than by words that the business of the school is his as well as their prime duty,—a duty to be set aside by nothing ordinary,—scarcely in his case by anything extraordinary. He may, then, at proper times set forth by kindly precept the necessity of the presence of every pupil, and the effect of individual absence may often be made so striking as to need few words to impress it.

Cultivate, in an earnest and practical way, a sentiment in favor of promptness among the most considerate of your school, and it will soon begin to affect the community. Let the results of constant attendance clearly appear in the progress and honorable standing of those who observe it. Let not the false sentiment so often prevalent in irregular schools, that some smart scholars, by a partial attendance, can keep pace with those constantly plodding, be for a moment tolerated. Show distinctly that this cannot be done.

When, as must necessarily sometimes occur, one is absent by sickness or other absolute necessity, show by your sympathy and assistance that you regard it as a calamity to him. Render aid just as a sympathizing community would do when one's buildings are lost by fire. Show that school time is precious,—is more than money. Arrange the classes and the whole school, if need be, so that promptness will be conspicuous and honorable. Let no instance of absence or tardiness pass without kindly inquiring into it, feeling and expressing a real solicitude in regard to it. Pass not carelessly by to-day what you regarded as important yesterday. Be constant and persevering in your efforts to surround yourself, your school, and your community by such a moral atmosphere in favor of attendance that it will be a great sacrifice for any well-disposed scholar to be tardy or absent, so that they will grieve over it as over a misfortune. Your task is then well-nigh accomplished, and you will have secured a prompt and regular school.

There will, however, be particular cases of absence or tardiness, especially in city schools, that will tax to the utmost the patience and wisdom of the most discreet.

Some young persons are constitutionally weak, unable to attend school for single days, or for several days at a time, and then for weeks they will be quite well, and able to do the work of the school. Such scholars should by no means be forced out of school, as they would be if held to the same strict accountability for attendance and work as other scholars. The requirements for such should be wisely made to correspond with their physical ability, and their condition in school made as pleasant as possible. This may be done not only without loss, but with real gain to the teacher and the school. It is a task to him and to the child, it is true, but on the part of the teacher, it should be cheerfully and faithfully performed. Occasional interviews with the parents of such should be sought to learn with certainty its physical condition, and to make sure that no unnecessary excuses are urged, and, at the same time, that the child is not at work beyond its strength.

Another class cannot command their whole time, such as orphans or poor children living in families, where part of their time is required out of school. It is often with inconvenience and personal sacrifices that they attend school at all. Every teacher, even those of experience, will need to study these cases carefully, that they may not work injuriously to the individual or to the school. It will generally be best to arrange such cases on a regular basis, if it can be done. Let a certain hour, as after recess, or a half day or more each week, be used by such a scholar out of school as a regular permission. Arrange the studies of the scholar and the recitations of his classes in conformity to this plan so as to give the scholar, as well as the teacher, the least possible annoyance.

Some scholars, either enticed away by others or by their own lawless habits, will play the truant. These are to be dealt with promptly and effectually, remembering that the certainty of the penalty is a much surer preventive to lawlessness than severity, and that such cases are much the rarest, and far most easily treated effectually in schools of excellent attendance.

The most disagreeable cases of tardiness and irregularity are of those having nothing special to detain them, but who are indolent, careless, and indifferent. They acknowledge they ought to be present and in season, but allow every little frivolous excuse to keep them back. These are Job's comforters, never killing but always annoying, and it requires a pattern of that patriarch's patience to endure them. After expending all your skill upon them, they are ever the same, coming behind time, if coming at all. The teacher must remember that these are the cases he undertakes to treat when he engages to teach. Every artifice which tact and ingenuity can invent must be resorted to, and should he finally fail to make them prompt and vigorous scholars, or to inspire in them a moderate ambition, he should at least feel conscious that he has done his duty.

It is difficult to give special directions for all the particular cases that will arise, or to suggest all the means that may be used to obviate them. An interesting exercise at the opening of school may sometimes be introduced in which those only can engage who are prompt. Seating those who are tardy or absent at the foot of their classes, and many similar expedients are sometimes practiced, but none of these can be recommended as a universal panacea, and all such artificial and special means are to be used but temporarily and with caution. A reward for promptness is generally more efficacious and less objectionable than degradation and punishment for remissness.

The committee, or proper authorities, may occasionally be consulted for advice and assistance, especially in regard to truant children, but only after all other means have been exhausted, never for the purpose of shirking unpleasant duty or necessary labor. The teacher should remember that in appealing to them he confesses himself incompetent to the work he has undertaken. It may sometimes be necessary to do this and that without fault on his part, from the very difficulty of the work, and on account of unforeseen obstacles which they alone can remove. But what can be accomplished without aid *do*.

It may often be well to see and interest parents in the attendance of their children, for they are really the most interested party in the case, and they will seldom be indifferent to what they understand to be the true welfare of their children. When this is done, it should be with the full sense that the parents' is the principal interest, yours the secondary. You act *in loco parentis* at the most, and have but a temporary duty, important and honorable as it is, but the parent has a far higher and more abiding one. If properly approached, and with a just sense of these relations, the coöperation of the parent may be secured, and it will generally prove most effective.

Young teachers often ask how they shall reckon their per cent of attendance, and what per cent they will be expected to reach,—with what they shall themselves be satisfied. *To the number of half days of actual attendance for any given time annex two ciphers, and divide by the number of half days there would have been had none been lost, the quotient will be the per cent of attendance.* Days may be used instead of half days if preferred. Scholars, after having left school permanently, or after having been absent one week continuously, are usually omitted in getting the per cent of attendance.*

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* In my connection with schools, I have so often heard inquiries in regard to casting the per cent of attendance, that I venture to add the following example illustrative of the above rule.

In a school of fifty-six pupils for the last month, where fifty belonged to the school the whole month, two entered Tuesday afternoon of the second week, three left at the end of the second week, and one left at the end of the third week, eighty-one half days' absence were marked upon the register.

Some teachers obtain their per cent daily by *dividing the number present with two ciphers annexed, by the number belonging to the school.* The sum of these daily rates divided by the number of days will give the per cent for any required time.

In answer to the last part of the question it may be said: be satisfied with an attendance that leaves nothing further to expect,—when there are no delinquencies that could have been properly avoided. The per cent that may be reached will vary greatly at different times in the same school,—certainly in different schools. In one of several annual School Reports before me, I find the following: "By the monthly reports of our teachers, the attendance of scholars actually belonging to the schools for those months, has been in the primaries 81 to 98.4 per cent; in the grammar school 94 to 98, with an average of 97 per cent; and in the high school 96 to 99, with an average of 98 per cent." I am able to add, that among the primaries 81 per cent for a monthly attendance was reported by a teacher by no means satisfactory, and that 98.4 per cent was reported by a teacher of more than ordinary ability, but in a school of a grade lower by two years than the other. The above figures, with the exception of the lowest, seem to represent quite fairly the average of schools in good condition, being possibly somewhat higher than should be expected in rural schools. In graded schools, then, ninety-two to ninety-seven per cent in primaries, and ninety-five to ninety-eight in grammar and high schools, ought generally to be satisfactory; while in rural districts ninety per cent would often be equally commendable. THETA.

The school kept ten half days per week, except that Thursday of the last week was holiday; required the per cent of attendance.

Perfect attendance for 50 pupils 38 half days = 1900 half days; for the two, entering together 25 half days each, 50 half days; for the three leaving together 20 half days each, 60 half days; for the last one leaving 30 half days; making in all 2040 half days, *which there would have been had none been lost.* 2040 — 81 = 1959 *half days of actual attendance.* This last with two ciphers annexed divided by the former, or 195900 ÷ 2040 = 96, the per cent of attendance for the month.

THE USE OF TEXT-BOOKS.

BY PRES. SAMUEL HARRIS.

In using a text-book a good teacher aims to impart a knowledge, not merely of the book, but of the subject of which the book treats. The danger is, that the pupil become entangled in the book, and never get out of it into full possession and easy mastery of the subject. When an arithmetical question is proposed, he must consider under what rule it comes, and faithfully recall the successive steps indicated in the book. He is not master of the subject until, like an expert accountant, he can solve arithmetical problems from his knowledge of the relations of numbers with no reference to the book. I once heard a class in geography recite fluently all that the text-book said of New England. I then asked a bright boy of the class if he had ever been in New England, and he said he had not. At an examination, if a general question is asked, the pupil fumbles over in his mind what the book says, and often answers at random, giving something said in the book, but not relevant to the question. One who has mastered the subject, considers what the question is, and answers according to his knowledge of that point. His answer may be incomplete or incorrect, but it will be pertinent to the question. In replying, he does not, like the former pupil, consider what the book says; but he considers what the question precisely is, and what he knows on that precise point. He is not entangled in the text-book, like a fly in a spider's web; but is like the spider, which, having created its own web, moves easily on it, and uses it for its own purposes. The text-book is to be used to give a knowledge of the subject. It is merely the scaffolding of the building temporarily necessary for the erection of the building, but to be torn away when the building is done. It is the aim of a good teacher to make the text-book useless.

In order that the pupil may master the subject, the teacher must see in the first place that he masters the text-book.

In insisting, as teachers now do, on the pupil's mastering the subject, the danger is of undervaluing and neglecting the text-book. But all experiments will result in confirming the doctrine that the first step to the independent mastery of the subject must be through study and understanding of a text-book, or of something equivalent to a text-book. In the order of intellectual action, reception precedes verification and origination or discovery. Knowledge is *received* either by observation, that is, by experience, through the senses and the self-consciousness, or by information to the ignorant from those who already know. Educators formerly neglected the former of these sources of knowledge, and relied almost exclusively on the latter. Perhaps the tendency now is to undervalue the latter. But so far as the first element of intellectual action is concerned, the *reception* of knowledge, it must always remain true that the larger part of the knowledge received in the schools must come from the latter of these sources.

Even from infancy, a large part of knowledge is communicated to the child from others, and received implicitly by the child on their authority. While the child is continually learning by observation, it very early begins to receive instruction from others; and the proportion of its knowledge thus received increases, as its capacity of understanding the signs of thought is enlarged. The child of a savage has the same powers of observation with the child of the civilized. The superiority of the latter, as it advances in life, is mainly due to the knowledge imparted to it by others, including the direction, the stimulus, and the wider scope of observation resulting from this enlarged knowledge.

The same principle holds in manhood, and in the intellectual action of the learned. No astronomer relies solely on his own observation. He first acquaints himself with the discoveries of his predecessors. He does not even verify their results, unless his own observation suggests a doubt; he receives them on authority. With these he proceeds to investigate and discover. Should he do otherwise, he would divest himself of the advantages attained by centuries of study, would put himself on a level with the savage, and begin the science of astronomy anew. Progress in knowledge in this way would be forever impossible.

In determining disputed questions, the same principle holds. A geologist must acquaint himself with the theories of his predecessors, in order to be in a position to construct to advantage a theory accordant with his own observations. It is the same in the doubtful points of political economy, civil polity, metaphysics, or theology. The first step of the investigator is to make himself accurately acquainted with some one of the theories propounded by previous masters in that line of inquiry. Then he has a definite knowledge of what the question is, and is prepared to investigate for himself. The great systems which have been transmitted to us in these departments are the results of past human thinking on these subjects, compacted and systematized for our use. To neglect them is to neglect the wisdom of the past, and to begin, single-handed, the hopeless task of recreating human knowledge.

If no theory is adequate to explain the facts, then the observer must construct one, before he can proceed to verify it. Newton, when he saw the apple fall, by "the vision and faculty divine of genius," declared what the law must be and then proceeded to verify it. And if there is not the genius to declare the true law, the investigator must propound a hypothesis, and if he cannot verify it, must propound another and another, until he finds one which can be verified. Kepler tried nineteen hypotheses of the orbit of Mars, before he found the correct one. The mind can grasp and use the multifarious facts given by observation, only as they are brought into unity under a law or system.

This principle must be obeyed in all right education. Since it would be irrational in the astronomer to divest himself of the results of previous astronomical studies, and put forth his intellect *in puris naturalibus* to create astronomy anew, equally irrational is a theory of education which expects a child to discover for himself the rules of arithmetic and grammar, or the classifications of botany and zoölogy. And since, in the history of science, it is only a few of superior intellect who have made original discoveries, it is an irrational theory of education which assumes that all pupils are to discover for themselves these principles and laws. It is the business of the educator to give to his pupil the principles of the science which he is teaching. A pigmy on a giant's back sees further than the giant. But he must first climb up the giant's back. If the scholars of to-day will use the knowledge of their predecessors, they must first master it. To the child at school, his text-book, such as it is, is the giant; and it is the business of his teacher to see him fairly seated on the giant's shoulders, and then to teach him how to use his advantageous position.

In the second place, the teacher must see that in mastering the text-book, the pupil masters the subject studied, so that he have the possession and use of it; so that its several parts shall not be associated by their position in the book, but by their natural relations to each other and to the subject.

One way of doing this is by questions. Fifty years ago, it is said that lessons in school were recited memoriter, with little attempt at explanation. Questions on the part of the teacher were an obvious expedient to awaken interest and intelligence; and so successful that teachers began to provide printed questions. Mr. Emerson, a great educator of his day, contributed much to their introduction. But printed questions proved quite as mechanical as the former memoriter recitations, and less comprehensive of the whole matter of the lesson. At present there is a reaction toward the former method, and we have topical recitations. But there is danger that these in the hands of inexperienced or lifeless teachers, degenerate into the old mechanism of memoriter recitations. There is no stereotyped method which can secure the desired result. It must be the living work of teachers and scholars, aiming not at the knowledge of words, nor merely of notions, but of reality.

One object of questioning must be to see that the pupil knows what is in the book. Another is to lead the pupil out of the book to an understanding of the subject, and of its uses and applications. A text-book ought not to abound in exemplifications and illustrations. It is better for the pupil, with the aid of the teacher, to find his own exemplifications and illustrations. When he makes the exemplification himself, it compels him to understand and apply the principle.

In leading the pupil through the book to the possession of the subject, the greatest work of education, the sharpening and disciplining of the faculties, is continually going on. In the study of the book the memory is strengthened, and the powers of precise definition and sharp discrimination continually exercised. In addition to these, in attaining a full mastery of the subject, the other powers are exercised. In descriptive studies the objects themselves should be presented, and thus the power of observation be cultivated. I knew a class in a popular academy that studied botany in the winter, and committed to memory the Latin names of the Linnæan classification, together with the technical names used in describing the parts of a plant and their definitions, without seeing a plant during their whole course of lessons.

The imagination, the queen of the intellectual faculties, is continually to be exercised. In history, geography, and all physical sciences, the power of imagination in creating or constructing what is set forth in the lesson must be constantly employed. The disjointed facts must be built up into living realities. Every day teacher and pupil will have opportunity to exercise the same kind of imagination which Milton used in creating his garden of Eden, or which Shakespeare used in creating the character of Hamlet, or which Newton used in creating his conception of the solar system under the law of gravitation—the same in kind, however less in degree.

The power of reasoning must also be exercised. Pupils must learn precisely and discriminatingly what the book teaches. But in many studies they can also verify it. They must be trained to think for themselves, and to give the reasons for whatever they affirm.

These closing suggestions reach very far; but I cannot enlarge on them. When a text-book has been taught and studied aright, the scholar has passed through it and leaves it behind; but the subject he possesses, and the knowledge of it is a part of his intellectual equipment, ready thenceforth for use.

It follows that the teacher in every recitation, must have possession of the subject independently of the book. It may be desirable to have the book before him, that he may determine precisely what the book says on any point, and what is precisely the order of thought in it; but the whole subject of the lesson, with its exemplifications, illustrations, and applications should stand out boldly and distinctly before his mind.

ON TEACHING READING.

Words are already familiar to the child. Before he comes to school he has learned a considerable portion of his mother tongue; chiefly names of surrounding objects and their qualities, and is able to form little sentences to express his wants and actions. Learning to read is, therefore, learning to recognise in signs, words already known to the ear in spoken language. From this view it follows, sense should all through accompany forms and sounds.

The organs of voice must first be made to utter correctly elementary sounds: this we have already assumed to have been done at home by the child's parents. If they have failed to do this fully, conversational lessons are necessary, for the teacher to correct any errors of utterance that may occur. The earliest lessons should be about familiar objects and actions; and the words, of a class with those he is acquainted with. A picture of some familiar animal may be presented to the eye and short sentences formed about it. The lessons ought to be composed of sentences, as they convey a sense which he is to comprehend, and with which he is to be made familiar. A good plan is to talk of the "cow," or whatever may be the subject of the lesson in the easy language of childhood, calling his attention to any words new to him.

ALPHABET OR SIGNS.—As the signs are reducible to a few elements, it seems more rational to teach these elements or letters, than to try to make the eye familiar with each word as a distinctive picture, as in the "Look-and-Say," or "Reading-without-Spelling" system. In teaching the letters, the writing of them on a slate should go hand in hand.

The plan of teaching the letters in groups seems to be the best, as in our First Book; but some would recommend the groups to be chosen from those letters formed of the same elements; as b, d, p, q; m, n; v, w. The objection to this plan is, that they do not form words and short sentences so easily. A box of letter cards for the formation of words at this stage is most useful.

READING.—Tablet lessons are required, or a primer with somewhat larger type than that used in our First Book. A few words only in each lesson. Those formed of two letters are generally the first used, as the eye can the more readily take in the two characters or signs at one look. This, in point of fact, seems the first great difficulty with beginners in reading. The eye is engaged with each separate letter, and is not yet sufficiently trained to adapt its view, or extend its sphere of vision to a whole word. After the eye is familiar with words, the same extension of sight is required for parts of sentences. When these two difficulties are overcome, the mechanical part of reading is accomplished.

In giving the earlier lessons the teacher points to the letters of each little word, the pupils spell individually, or, in the case of a larger class, simultaneously; the teacher pronouncing the words for them —such as, we, go, up. Then he points to each word till the pupils read it without spelling. When they can read the sentences as they stand, he points to the words in another order, which tests the pupil's knowledge of the words, and prevents reading by rote. It is better in selecting the words promiscuously to form little sentences, than to read them without sense in detached order. This test is given to find out if the pupils are reading by rote, but it does not in itself make an examination in a reading lesson; as there is a sequence in the arrangements of the words of any language which aids the eye in following the words, and which should not be constantly violated.

After a little time, sentences may be introduced, printed in smaller type. New words may be brought in which rhyme together. Children are very fond of rhyming words together, as we may conclude from the favorite nonsense of the nursery, which children delight in, and this disposition may be taken advantage of—at, pat, bat, fat; dog, bog, etc. One evil must be avoided at this stage, which is, the tendency to go on spelling even words which children know. They should be broken of this habit as soon as possible, for it fosters a contraction of view which, as already observed, is to be carefully avoided. Spelling being for the most part a habit of the eye, it follows from reading, and does not precede it; the learning of the letters of a word from the commencement, helping rather the eye in its view of the letters in the whole word, and so, making a picture distinct in its outline to the vision, than as a means of learning to spell; which, as before stated, is the result of extensive reading. The attention of the class is again and again fixed on the new words. The black-board may be called in as a powerful auxiliary in teaching elementary reading. New sentences are made out of each lesson, by a new arrangement of its words.

The pupil at the next stage commences to read. He now has more words under his eye at once, and attention must be sustained. He is now carefully watched. This is the critical time. He moves from word to word in as quick succession as possible, and by degrees, accustoms his eye to catch two or more words together at one view. The book should be read over several times, till small sentences are read with some degree of rapidity. A more advanced book then follows, not leading too rapidly into difficulties. This may be accomplished at the end of a year, if the pupil is diligent and attentive, and he may now be said to have learned to read.

The teacher may be here reminded that no system, even the most perfect, will be successful, if he is not kind and sympathetic with childhood, and even the worst system may succeed, where the teacher's ready will determines on success. Children require tact in dealing with them; and here we may remark, that female teachers are in general more successful in dealing with the young, at least so far as the elementary branches are concerned.

GOOD READING next follows. It is generally defined as *distinct*, which has reference to the sounds of consonants that end the majority of English words; *pure*, referring to the vowel sounds; *correct in accent*, which is giving the syllables of a word their relative force; *emphatic*, for contrasted words; and *slow;* for the last there is no rule. One man reads slowly, yet well; another much faster, yet clear and distinct. Temperament seems to have a good deal to do with this. *Modulation* is natural to us, as when pained, surprised, or alarmed. There are many varieties of tone in the human voice, suited to every subject we speak of, grave or gay; to every command given, or question asked, there is an appropriate tone; and yet, how rarely do we hear this variety in reading, or in fact, any near approach to it. *Fluency* proceeds from familiarity of the eye with the words, and the mind with the sense intended to be conveyed, and results from *practice.*

INTELLIGENT READING.—The best general rule seems to be the familiar one, "Understand what you read, and read it as if you understood it." The language of books is strange and unintelligible to young people. They read words which they seldom or never hear used, and whose application is to them indistinct and misty. To remedy this, and to introduce the higher class of words not in common use, but forming a large part of book literature, conversation on the subject of a new lesson previous to its being read, will be found very useful. The parsing and analysis will also help, as pointing out where pauses should intervene, although no stops are marked. From this it follows that reading should be last after explanation and interrogation on the subject-matter. *Purity of utterance.* Provincialisms are difficult of removal, and are best eradicated by attention to the pupil's speech, and by a careful supervision in the earlier lessons. *Indistinctness* may be considerably checked by teaching them to use the teeth, lips, and tongue, and not slur the sounds together. Modulation is taught with much difficulty to the usual class of children attending our national schools. Social circumstances are against them, and home influences, which are to the higher classes elevating, often undo the teacher's work. The conversation engaged in at home confirms them in local sounds and incorrectnesses, which it is the labor of the teachers to eradicate. Good reading is the result of imitation after mechanical difficulties have been overcome. Good speech and good reading are indissolubly connected. The teacher must use a good style of speech himself. When he is a distinct speaker the whole school is influenced by it. He reads a passage to show how it should be read. The pupils observe his modulations and imitate him: this is both pleasant and profitable. Practice alone, although it enables the eye to follow the words with rapidity, will not make good readers, and may only confirm a bad style instead of forming a good one. Continuous reading is necessary; not merely short passages. Reading is required to be a *distinct* lesson. Our present reading books give great variety, especially in poetry.

As reading is the means by which pupils afterwards instruct themselves when they are becoming men and women, its importance cannot be overestimated. The school knowledge they have is but the groundwork of education, on which they themselves must erect the superstructure. If fluency in reading is not carried from school, the likelihood is, that its practice will be given up, intelligence will flag, and contact with information cease. Let the teacher, then, without aiming at too high a standard, which may be impossible under existing circumstances, as an elementary instructor in a country district generally, endeavor to reach some standard of proficiency which will leave his pupil with such a skill, as will materially be the means of extending his education beyond the short period of school life.

Irish Teachers' Journal.

The two great objects of education are mental discipline and the acquisition of knowledge.

Why do persons who spell well orally, often fail in writing words correctly?

Success in teaching is generally the measure of one's abilities for the calling.

"THANKSGIVING" PICTURES.

"Hear ye not the sleigh-bells sound?
List! their jingling cometh near."
And windows fill with eager faces,
The house-dog leaps with gladsome bound
About the muffled figures queer,
Whose merry tones from cosy places
Amid the robes of many a sleigh
Salute the kin who gaily greet them
With welcomes from the crowding doorway,
Or run with laugh and kiss to meet them.

Then through all the olden dwelling,
Through each room of the dear old house,
With the winter sunshine straying,
Went joyful sound of voices, telling
Of fortune, health,—with merry touse
Of ruddy children playing;
While grandparents, watching o'er them,
Stirred with longing strange and deep,
Of their own sweet children dreaming—
Gazed with loving eyes upon them,
Till of babes they laid to sleep,
These became the perfect seeming.

Then the oven's rich aroma
Told through the house of harvest cheer;
And home-spun man and foreign roamer
Round the olden board appear.
Wrinkled, bronzed, and poor pale faces,
Yet alike with pleasure beaming,
Look from old familiar places;
While happy host from heaping dishes
Sends out the frequent generous plate,
More full, indeed, than hunger wishes;
While hungrier still the children wait
With laughing lip and bright eyes gleaming.

Now they part, and, parting, linger
In the falling shades of even,
Linger at each open door,—
Hands of men and lips of women
Meet and murmur o'er and o'er;
While the grandsir's withered finger
Points his laughing, loving children,
Heavenward, lest they meet no more.

G. Jay.

ON THE CULTIVATION OF TASTE.

[The following article, by President Brown of Hamilton College, and formerly professor in Dartmouth College, N. H., was furnished in response to an invitation from the monthly editor to prepare an article on the "Cultivation of the Taste in our Public Schools." It is so pertinent in its application to the interior, exterior, and surroundings of all our school buildings, as well as to colleges and higher seminaries, that we gladly avail ourselves of the permission so kindly given, to bring it, through the *Journal*, to the attention of the students, teachers, and school officers of Maine; confident that it will richly repay a careful reading, as anything from the pen of Dr. Brown would be sure to do. That it has already appeared in another form will detract nothing from the interest and profit of its perusal.—*Monthly Editor.*]

A SOUND and thorough education must necessarily rest on certain fundamental studies, which, by common consent, are thought to bring the most important faculties of the mind into active and harmonious operation. These studies at once expand our powers and discipline them; give greater breadth to our mental action, and, at the same time, greater intensity; enlarge the furniture of our knowledge, and enable us the better to use it.

It is equally evident that a complete education implies the due cultivation of every part of our complex nature, so that nothing which belongs to us as intellectual, moral, and sensitive beings, shall fail of its proper share of attention.

A love of the beautiful, especially of beauty in its purer and severer forms, is not usually developed so early as many of our other powers; and hence, perhaps, for one reason, the student may be disposed to neglect or undervalue it. It may be that none of us in the common, arduous, and necessarily unpoetical labor of every day, remember any too frequently how the cultivation of the taste will add to the refinement and contribute to the happiness of individuals and of communities; how it may supply the place of wealth; how it may sometimes be found intimately connected with questions of deep moral and practical interest.

It is the object of this paper to suggest a few of the methods by which a literary institution may indirectly minister to the taste, and inform the general spirit of its pupils. As the full consideration of this subject would lead us much beyond the proper limits of this article, we must be content with a single and somewhat narrow line of discussion. Other and kindred topics will naturally occur to the reader.

A cultivated taste will always be most pleased with that which is perfect in its kind, and with anything only in proportion as it approaches perfection. A refined taste is exacting of that which is good. A gross word, a petulant temper, and unseemly action, a mean character, an uncomely house, a neglected garden, an ill-fitted carriage,—everything from the highest to the lowest, wherever it may stand in the catalogue,—will displease in proportion as it recedes from the type of perfection in its several order. Hence the love of beauty may be a stimulus to general excellence.

The taste is best cultivated by a familiarity with the best models,—a familiarity which is the result of careful study,—as, on the other hand, it will inevitably be degraded by the constant presence of unworthy objects.

The condition of the grounds and buildings of a public institution, often considered as of quite secondary importance, may have a very appreciable influence on the mind of the scholar. Neglect encourages neglect, and indifference to that which may easily be defaced or destroyed, soon stamps it as of little value. Will not the mind, pained at first by the general air of inattention, soon come to look carelessly upon what it cannot remedy? And will not the same tone and habit before long be transferred from less important matters to those of greater consequence, from the outer world to the inner, from the sense to the intellect, from the intellect to the conscience?

Why should not the same law hold with respect to a public institution which is so potent with respect to a family, where there is evidently a reciprocal action going on between the objects immediately surrounding it, and its own condition as to refinement; where the care that is spent in beautifying the yard or the garden is more than answered by the reflex influence of that trifling labor in rendering the laborer himself more gentle and humane? And as in connection with our dwellings we would hide from observation that which is unseemly, as we should fear that the sensibilities would be hardened and the tastes become gross and degraded if the house were surrounded by defilement, so should we apprehend that the downward tendencies—tendencies toward a temporary barbarism—would be encouraged in a public institution by suffering the inevitable accumulation of unnameable evils which follow indifference to them. The student, indeed, is not the personal proprietor of that which is about him, yet his senses are alive. The trees which overshadow him or wave before his window, the greensward at his feet, the well-kept paths, the carefully trimmed hedges which bound the little domain, all give him a quiet pleasure of which he may be but half conscious, and inspire him with a love of order, harmony, and beauty, of the strength of which he may not be aware till he find his taste violated by the absence of that whose presence was so soothing and so grateful.

In the same way might all the public apartments of a university, or college,—its chapel, libraries, and lecture-rooms,—conduce to the same silent cultivation. Let the library, if there be but one, be sufficiently capacious, not only for the present, but the future uses of the institution, with every book easily accessible, rich in maps, plans, and illustrations, with portraits and busts of the eminent in letters, in science and art, looking benignantly from the niche, the wall, the pedestal; the air warm and quiet, as of a habitation where one given to contemplation and studious ways might dwell, and where every influence falling upon the senses should repress all tendency to rudeness and coarseness, while it would stimulate every effort to thought and culture.

The rooms appropriated to recitation may be something more than bare rooms. By their structure, their conveniences, the symbols or mottoes on the walls, which might imprint indelibly upon the mind some choice or fundamental principle, by illustrative plans, charts, engravings, and paintings, they might bring a gentle but constant pressure upon the mind of the student, and thus insensibly mold his tastes to the finer and nobler purposes of study, excite him by the recollection of the great and good, and afford him models of excellence in every department. "When Sir Henry Wotton," says his biographer, "came to the Provostship of Eton College, he was at the charge of setting up in it two rows of pillars, on which he caused to be choicely drawn the pictures of divers of the most famous Greek and Latin historians, poets, and orators,—persuading them not to neglect rhetoric, because Almighty God has left mankind affections to be wrought upon; and he would say that none despised eloquence but such dull souls as were not capable of it."

All this would indeed be much more than a mere cultivation of the taste, yet it would all be harmonious with it and tend to the same end. It is surprising how much of self-restraint and self-respect may be produced by apparently so small a matter as the external condition of things by which men, especially young men, are surrounded. A healthful pride is awakened, and a desire to render their actions correspondent with what is so attractive and beautiful.

Let us carry this line of thought a little further, and suggest an additional illustration. Until quite recently hardly any attention has been paid to what may properly be called the architecture of our literary institutions. The buildings, for the most part, have been erected for the mere purpose of shelter, without regard to æsthetic effect. Whether it be advisable to erect so many buidings is an open question. But however this may be decided, there would seem to be no question that what is built should be of the best kind, and that what requires so much cost should be productive of the choicest effects.

No art is so grand, so generous, we may say, so diffusive and so permanent in its influences, as architecture. It binds the ages together, and a structure hardly deserves the name of architectural which is not built with reference to centuries of use. Such edifices grow ripe as they grow old. Their full beauty does not come out till many weary years have rolled over them; till the footsteps of pilgrims have worn the pavements; till the records of saints and scholars and heroes is engraved upon their marble tablets; till the shrine of genius is erected within them; till the faith, hope, love, and endeavor of generations has sunk into the stones. Thus does a noble structure become a kind of incarnation, a living and visible representative, a local embodiment of the institution, the State, the age itself. Athens looks out and speaks from the Parthenon, and Rome from the Coliseum. And so, in a humble way, a college gathers to itself a visible and tangible existence. Its officers and students are perpetually changing, but the venerable pile, the center and life as it were of the whole, stands unmoved, a mother to many generations, growing hoary and more venerable every year, touching with gentle but potent influences every finer mind, and molding it all the more effectually because by a pressure so soft, yet so constant.

Perhaps we do not give prominence enough to these intangible, evanescent methods of education, the education of the sympathies, the affections, the tastes of the student, his loves, his hopes, his prejudices, if you please, rather than his intellect, but at any rate of the moving springs of his life. I have sometimes thought that in many a European University, the knowledge derived from books and lectures forms the least potent element of education. The spirit of the place,—its recollections and traditions,—the fame of its great men, the quiet walks they once trod, the rooms they occupied,—the lofty chapels,—the spacious halls,—these, during the most impressible years, have been silently but effectively giving shape and direction to the life. It would be a dull mind indeed that could enter the apartments over the gateway of Trinity College, where Newton labored or the Senate House where stands the statue of Pitt, or the halls where Bacon and Barrow, or Burke and Usher, look down from the canvas, or the rooms where once Dugald Stewart or Chalmers or Dr. Arnold discoursed,—without feeling the inspiring influence. And if there be any building so central in its purposes that all the traditions of the place may cluster about it, while in turn it may seem to give them presence, concentration, permanence, then will that seem to be the heart of the institution, and the distant or casual sight of it awaken every friendly emotion. The chapel of a college might form such a central edifice; or the chapel and library united or skilfully grouped. Such a structure might well, in idea, constitute the centre and core of the whole institution,—religion waited on by learning,—and here, without and within, might well be spent much of the care, the taste, the skill which the college could command. Other buildings for ordinary purposes, for dormitories, cabinets, etc., built mainly for convenience, though rude or even uncouth, would be pardoned in view of the concentrated power and beauty of the central edifice to which the memory of the alumni would instinctively turn when they endeavored visibly to realize before the eye of the mind that abstraction, the college.

Something of the influence alluded to might be presumed, perhaps, if the architecture had but the characteristic of permanence; much more if it be such that none can look on it without silent admiration and involuntary thanksgiving, will these feelings be the more grateful and recur with a warmer welcome. If a beautiful edifice be costly, we may remember that its worth can only be estimated by its benefits to the scores of generations that may come up to it. To build it may involve the self-denial of the present, but it will contribute ever accumulating wealth to the future. Money may be squandered upon mere piles of brick and mortar without form or comeliness, but in a really beautiful work of art,—a hall, a library, a chapel,—it is, rather, beneficently invested for the perpetual advantage of the future. There may be a beautiful idea where there are no means of immediately realizing it, and this, if strenuously held to, and worked out with energy just so fast as opportunities offer, without deviation, without marring for the sake of temporary convenience, and with a foresight which looks far into the future wants of a growing institution,—this, I say, will, in the course of years, produce a result which may surprise one. It has been one of the evils incident to the growth of our colleges, that their means have been so inadequate to the ends aimed at as to compel them to live "from hand to mouth," to meet the pressing wants of to-day by expedients which they must regret to-morrow. It is undoubtedly necessary to be contented with what is practicable, but whoever is *satisfied* with what he now is or does, has reached the highest point in his career. It is as true of an institution as of a man that it can rise only by aspiring.

Some of the things suggested above are among the last attained by any institution; some, certainly, are among the cheapest, most necessary and most feasible, requiring but a small initiatory expenditure, and then little beyond watchfulness and care. But even the former,—the most costly, the most permanent,—if their importance were felt, would not be always wanting.

It may also be said that but few minds would be affected by such matters as I have alluded to. In the full extent of such influence, it is undoubtedly so. But in the necessary briefness of this paper, I have selected a few topics mainly by way of illustration and suggestion. And yet doubtless we may underestimate the value of these indirect influences even on the least promising minds. Much must be thrown into the common stock of the impressions, traditions, sentiments, and habits of a community, which cannot be well weighed or measured, but which is not to be despised in the final result on character. And there are almost always in a company of one or two hundred ardent and cultivated young men, a considerable number sensitive to all higher influences, in the elevation and refinement of whom is really included that of a large and ever-widening circle.

The turret-bells,

> "Swinging slow with solemn roar,"

which suggested those beautiful lines in the Penseroso;—the "Distant spires and antique towers" which prompted the ode of Gray on the "Distant prospect of Eton College;"—the cloistered seclusion, the grand halls "hung round with pictures of Verrio and Lely," which moved the imagination of Charles Lamb when writing his "recollections of Christ's Hospital,"—all these were really doing a very tangible and evident work for the cultivation, the refinement, even for the stability and national fame of England, as well as for the delight of all to whom Milton and Gray and Lamb are still companions and friends.

I leave this subject with these insufficient illustrations for want of time to pursue it, hoping that what has been said may suggest something of advantage to those who are now learners, but who are soon to become themselves, at least many of them, educators and guides.

PRACTICAL HINTS.

1. PSHAW! What's the use of being so particular to have every answer a complete and well-formed sentence? It doesn't pay. Ah! doesn't it? If you have not been in the habit of requiring such answers in recitation, just try it for a day; and see if you are not surprised at the miserable work your pupils will make, in trying to express themselves completely. It is one of the best of language exercises, if the teacher is careful not to supply in the question a form in which the answer may be given. But, more than this, nothing serves so well to make an idea comprehended and remembered, as the clear and intelligent enunciation of it. It does pay to require every answer to be a complete and well-formed sentence.

2. "Miss S——, are you not ready to go home?" "No, not quite. I am detained by these children." Miss S—— is sitting with her cloak and hat on, and, by the impatience in her manner, plainly con-

fesses that the "tables are turned," and that she is "kept in" by her scholars. If the scholars *must* be detained, she had better, by far, have kept herself busy until the law was satisfied, and not have betrayed the fact that she was punishing herself as well as them. Frequently teachers diminish their power by allowing personal convenience, or some other consideration, to interfere with the ordinary administration of the school. A teacher's power is lessened when the rogues have occasion to give thanks, that an engagement does not leave time for their proper punishment, or that the timely entrance of a visitor puts an end to hostilities.

3. It is not best, by any means, to correct a mistake always "on the spot." There is often more good done to a pupil by the complete and connected statement of an error, than by the lame and assisted statement of the attempted truth. The great object is to elicit independent, consecutive, and well-defined thought. After the statement is made, not in the midst of it, is the better time to call attention to an error. Neither is it well to tell a scholar his mistake, unless it is plainly beyond his own power to discover or correct it himself. It should be the province of education to give to the mind such a discipline that may carry within itself a regulator, as it were,—a power to detect and remedy its own errors.

4. One thing at a time. If you have called upon Mary to recite, and pretty soon see John out of order, either have Mary stop and wait until John is in order, or endure his annoyance until she is through reciting, and then attend to him. But on no account, even for a visitor, allow a scholar to recite, unless you are able to give your whole attention to him.

5. There are teachers who are in the habit of keeping scholars after school for some trifling offence, and dismissing them only when they "will promise not to do so any more." Promises, in regard to slight misdemeanors, should not, under any circumstances, be exacted under compulsion.

6. Some teachers are busily engaged during intermission in reading books or newspapers, or in embroidering or crocheting. Does it seem as if they were in earnest to do all the good they could? Is there no point in the lesson to come that needs looking at? Is there nothing about the room that ought to be seen to for the highest success of the school, and now rather than after the exercises begin?

7. What shall I do with that stubborn, indifferent boy? He seems determined to work right against me, and to receive as little good as possible. Is there not a pane of glass broken in your school-room? Does not the drawer to your table need a knob, or the lock on the door need a screw, or a bench need repairing? Call upon him, in your helplessness, to fix it, and depend upon him as much as you can. Let him do your copying and such work in your register as he can do. See what effect this will have. But do not call upon him at first, at least, to bring in wood, to take up ashes, or to sweep.—*Ohio Ed. Monthly.*

HEALTH IN THE SCHOOL-ROOM.—It is well established that the foundation of many serious diseases is laid in the school-room. These diseases come sometimes from a neglect of exercise; sometimes from too long confinement in one position, or upon one study; sometimes from over-excitement and over-study; sometimes from breathing bad air; sometimes from being kept too warm or too cold. Now, the teacher should be an intelligent physiologist; and, from a knowledge of what the human system can bear and what it cannot, he is bound to be ever watchful to guard against all those abuses from which our children so often suffer. Especially should he be tremblingly alive to avert that excitability of the nervous system, the over-action of which is so fatal to the future happiness of the individual. And should he, by appealing to the most exciting motives, encourage the delicate child to press on to grasp those subjects which are too great for its comprehension, and allow it to neglect exercise in the open air in order to task its feverish brain in the crowded and badly-ventilated school-room; and then, in a few days, be called to look upon the languishing sufferer upon a bed of exhaustion and pain—perhaps a bed of premature death—could he say, "I am not responsible?" Parents and teachers often err in this. They are so eager to develop a precocious intellect, that they crush the casket in order to gratify a prurient desire to astonish the world with the brilliancy of the gem. Each is responsible for his share of this sin; and the teacher especially, because, by his education, he should know better.—*Page's Theory and Practice of Teaching.*

THE STUDY OF NATURAL HISTORY IN PRIMARY SCHOOLS.

Much has been said during a few years past in favor of the study of natural science in our common schools; but however it may be in other States, certainly it is not yet established in the schools of Maine. In the cities and larger villages the high school generally has its classes in astronomy and botany, and some few, perhaps, have a class in zoölogy; but I have yet to learn the town in whose schools it is taught systematically and thoroughly.

One reason for this has doubtless been, the lack of suitable text-books; but these always follow the demand for them. Thanks to our able advocates of natural history, our people are reasonably convinced of the propriety of the study; yet it is introduced in a few only of our schools (but those the best), and in fewer still is it pursued with enthusiasm.

Arrived at the high school, the pupil is of an age to consider principles; yet in natural history he is set to learn the very alphabet, and must apply generalizations to objects with which he has very little acquaintance; consequently, all these are dry studies to him. His reading lessons, began in the primary school, or earlier, where he was kept at the tiresome a, b, c, for months, to be wearied still other months with their combination in syllables; and all this time his eyes were open for the homeliest and commonest objects in nature, and his ears ever ready to hear of them. He could tell, too,

> "Of the wild bee's morning chase,
> Of the wild flower's time and place,
> Flight of fowl and habitude
> Of the tenants of the wood."

Why should children be put so young to the spelling and reading which they do not like, and then, as pupils of the high school, be set to learn the elements of natural history which they do not like so well nor learn so readily as when they were younger? Is it not a waste of life for young children to spend so much time poring over that which they can a few years later acquire with much greater readiness to the exclusion of the first lessons to which they must afterward give time taken from more advanced studies? Finally, if it is worth while to study natural history at all, is it not better to devote to it the season of life when it is most easily learned.

A child on entering school has been exercising his perceptive faculties on the various objects which surround him; he has been examining their properties and qualities, and acquiring a marvellously large stock of ideas, and of language in which to give expression to them. The method which nature suggests is to follow out the line of education which he has instinctively pursued. Insects and the smaller quadrupeds, plants and flowers, and bright minerals always engage his attention,—why should he be debarred from these objects which are thought worthy of his maturer years, and set at disagreeable tasks of which his young mind does not perceive the advantage? Why may he not pursue the study of things that interest him, receiving grateful aid from the instruction of a teacher? I believe if this course were pursued, that not only would the pupil leave school with greater acquirements in this department, but by appropriateness of time in his application to different studies, he would obtain more proficiency in all.

"The lack of provision for cultivating habits of close and accurate observation is confessedly the great deficiency of our intellectual training," is a statement of the commissioners of the Central Park, New York, in their report. There is an observation with the eye merely, and there is an observation with the mind. We literally know nothing but from or through the medium of visible objects; "the first step, therefore," says David Stow, "is to store the mind with a knowledge of objects, and words expressive of those objects." The desire of knowledge in a child trained on the natural system, would soon lead him to perceive the advantage of reading and other branches; and educated in form and combination, the study of books would not open so blindly to him.

Of course, oral lessons would be the form of instruction which could earliest be applied; and these might properly take a wide field. Hooker's little volumes of natural history and philosophy appear very suitable to follow immediately after the period of oral instruction. Where proper text-books are introduced, the field will be subdivided, and, necessarily, narrowed.

There are some reasons which make it seem that mineralogy could be entered upon first with more advantage than any other department,—though botany has usually been adopted for the initial study.

Mineralogy is the starting-point for both geology and chemistry, and is so closely allied to geometry, that the child may have learned all the geometrical forms before he is able to pronounce the name of the science to which they pertain. Its subjects are the first and simplest forms of organization, and the marks by which its species may be determined are less complicated than in botany or zoölogy. Its objects are fewer than those of any other department of natural history, as it has only some seven hundred species; and it is very simple in terms, having only single names.

Of the senses, only that of sight is cultivated in learning to read, while in the study of minerals form, color, size, weight, and texture are brought to the child's attention, making him through this training at once more able to care for himself and more useful to those about him. It is only quite recently, however, that the teacher could obtain any book by which this study could be carried onward over the great gap between the period when only oral lessons were possible, and the time when the study was again brought forward in the high school or college; but in the little book of Professor Hall, entitled the "Alphabet of Geology," we have a work suited to pupils of quite tender age, and which may ever be referred to with profit by many whose school days are past. The system of the book is simple, harmonious, and practical; and it will, I think, be found pleasing to the class of minds for which it is designed. It proceeds from mineralogy to a remarkably clear and succinct statement of the leading facts of geology; both subjects being rendered more attractive by numerous illustrations.

With this little volume the teacher cannot fail to make mineralogy a pleasant and useful study; his own experience suggesting many auxiliaries to render the instruction more interesting and thorough. Among these a mineral collection will not be overlooked,—and there should always be one to begin with.

Good specimens of each of the nine minerals, and three additional classes given as the "alphabet," can be purchased for from one to three dollars, while a full cabinet of one hundred pieces, as given in the appendix of the volume, can be purchased for about twenty dollars. The cabinet will in a short time be much increased by the specimens which will be eagerly gathered and brought in by the pupils for identification, as should be done at each recitation. In the walks which the teacher should take every week with a portion of the school, these, with flowers and insects will give attractiveness and profit to the occasion. Besides, it is only during a small portion of the year that the two latter are to be found; and in late autumn and early spring the minerals will often be the chief prizes of the walk.

The convenience of minerals for illustrations regarding form, color, and texture, in reading, in chemistry lessons, and in physical geography, aside from their value as a separate study, makes a collection of them almost a necessity to every school-room.

Plant specimens are very fragile, and their beauty is of a peculiarly evanescent character; objects of zoölogy are generally more curious than beautiful, more pleasing in function than in form; while minerals, particularly their crystals, are beautiful in themselves, and neither fade nor shrivel, but continue to flow in perennial beauty.

G. JAY.

ECONOMY IN HOURS FOR STUDY.

"An important change in the system of educating children has been inaugurated in Germany. Their school authorities have determined to have no afternoon classes. They have ascertained that three or four hours' clear-headed morning study, without any mental tasks in the afternoon, leads to better results than the old system. It would be well if the hours of study were shortened in our schools. Too much study not only dwarfs the intellect, but damages the physical health. Let the first half of the day be devoted to the acquiring of book knowledge, and the last half to the gaining of bodily strength and vigor.

"And, in order to do this, the lessons must not be so long and hard as to encroach upon the afternoon. An hour or so after supper ought to be sufficient to devote to study—leaving the rest of the evening for some pleasant game or conversation, and, in the case of young or weak children, for sleep. Sensible as these views are, it is almost impossible to make teachers conform to them.

"One word more. If German children should thus not be overworked, much more is it true of American children. The stimulation of the brain and nervous energy in this country is something terrible, and we must encourage the physical in order to counteract this result of our social and political education by every rational means in our power."

The above remarks respecting hours for study are eminently worthy the consideration of those who are responsible for the proper educatiôn of our American children. It is little less than cruel to confine children of four to eight years of age, six hours a day, to the school-room. Would not two hours in the morning, and two in the afternoon, be vastly more reasonable? It will tax the ingenuity of the most skillful primary teacher to vary her instruction and exercises two hours at a time, twice a day, for ten long tedious months to so interest these little ones that their school shall be remembered in after years with pleasure, or even be the greatest profit to them at the present. If our New England homes are at all what they should be, and what I believe they mostly are, no child at the tender age we are considering, should be absent from its mother's eye longer than two hours at a session. That school sessions are so protracted is the main reason why many considerate parents hesitate, and sometimes refuse to place their children in school until eight or ten years of age, although they are fully aware that many reasons make it desirable for the child to spend a portion of its time in school. The only exception that can be reasonably made to shorten school sessions of the lower grades, or younger classes, in primary schools that continue with short vacations the entire year, and that demand or expect constant attendance, would be in schools filled with children of parents who are so occupied, either at home or away from home, as to be unable to give their children proper care during school-day hours. It would be better, perhaps, for such children to be kept in school under the eye of an intelligent teacher, than to be without care in the streets, though even this may admit of limitation.

In more advanced schools the practice of continuing the afternoon session in the winter months into a twilight that tries and often injures the eye is of more than questionable propriety; while but an hour's recess at noon is, for children living at any considerable distance from the school-room, as must be the case in united districts, worse than none. Would it not be better during those months, especially in schools continuing the entire year, to shorten by one hour the afternoon session, making it but two hours in schools of all grades? At any rate, the character of the day, the position of the school-room, especially the condition of the light, should often in winter determine the hour of closing school, unless some general exercises can be resorted to, which shall relieve the eyes of all from effort to study in the absence of sufficient light.

In high schools, receiving, as they do, their pupils from considerable territory, it has been found, where tried, that one session a day is far preferable to two. Pupils of the age of fourteen and upward can easily reach school by eight o'clock, and may with proper recesses continue their studies till one o'clock, five hours per day for six days in the week, performing more effective study and with far less trouble and labor, than they can in two sessions, of six hours per day, for five days in the week, making the same number of school hours per week. Their time will be less broken up, and therefore more economically used after they have become of sufficient age to bear continuous study.

The only serious objection urged to this arrangement for pupils of the age we are considering, is the interruption of the family dinner hour. This objection has been found more apparent than real. The assistance sons and daughters of this age can render parents in the afternoons far outweighs any inconvenience, and enables many parents to keep their children in school much longer than they would otherwise be able to do. This relief from afternoon study, and the relaxation of mind and exercise of the body, resulting from some useful occupation in the afternoon, is an excellent preparative for evening study, and for further school-work the following morning.

The one session plan in the high schools of our larger towns has become so generally adopted, and has been found to work so favorably as to need no other argument than trial to make it soon universal.

THETA.

The interjection was the first part of speech formed. The first man, when created, resembled an infant, which makes its wants known long before it can talk.

It is easy to show from reasoning, from history, and from experience, that an early awakening of the mind is a prerequisite to success in the useful arts.

The work in which we are engaged is important, calling for dignity of character, self-command, and self-sacrifices.

Pythagoras, born at Samos, 604 B. C., was the most accomplished scholar and profoundest thinker of his day.

COMPOSITION ON SQUIRRELS.

SUGGESTIVE QUESTIONS.

1. Where do squirrels live?
2. Are they not nimble little creatures?
3. How fast do they run?
4. What kind of tails have they?
5. What do they live upon?
6. How do they prepare for winter?
7. What kind of nuts do they lay up?
8. Where do they store them?
9. Would they not starve to death when snow comes, if it were not for this?
10. Did you ever see a squirrel's hole?
11. Where was it?
12. What was it in?
13. How does the squirrel hold the nut when he eats it?
14. How does he crack it?
15. What kind of teeth has he?
16. Do people sometimes keep them in cages?
17. What kind of cages are they?
18. Is it not too bad to shut them up so?

OUTLINE OF A COMPOSITION.

If you have ever seen these little creatures in the woods, you know how fast they run—so fast that one can hardly catch a glimpse of them, before they are out of sight. You can speak of this, in your own way, and of their color, size, and their large bushy tails.

You can mention, too, the reasons why the farmer does not like them, and name the various things they steal from him, when they get a chance; and you can describe the manner in which they are sometimes caught in a trap.

You can also give a particular description of the way in which "Bunny" holds a nut, how he cracks it, and of all his pretty motions in eating it.

If you have seen a caged squirrel, you can describe the cage in which he was confined, and the actions of the poor creature in trying to free himself.—*Brookfield's First Book.*

RESIDENT EDITOR'S DEPARTMENT.

THE ANNUAL MEETING OF THE MAINE EDUCATIONAL ASSOCIATION.

On the third page of the cover of this number will be found a full programme of this meeting, to be held at Bath on Monday and Tuesday of Thanksgiving week. We hope a large delegation of teachers and friends of education will be present. The reduction in railroad fare, gratuitous entertainment for ladies, and cheap board for gentlemen, will greatly lessen the expense of attendance. We think the exercises, as indicated in the programme, promise a season of profit and of pleasure.

Come to the meeting at Bath, fellow teachers, and let us wear off the rust of the school-room, and gain new strength and freshness by a mutual interchange of opinion upon the duties of our calling, and the best methods of doing our work.

CUMBERLAND COUNTY TEACHERS' INSTITUTE AT GORHAM.

We had the pleasure of attending most of the exercises of the Institute held at Gorham, Oct. 4-8. The daily and weekly papers of the county gave very full reports of its proceedings, and pronounced it one of the best Institutes of the season. A catalogue of the Institute has been published, containing the names of more than three hundred teachers in attendance, and it is known that many neglected to register their names.

Instruction and lectures were given by several gentlemen: by Prof. D. H. Cruttenden, on Arithmetic, Language, or Grammar, the Science of Teaching, and upon some other topics; by Dr. N. T. True, on Geology, Spelling, and the Etymology of Indian Names; by L. W. Mason, on the Methods of Teaching Music to Children; by J. B. Webb, on Teaching the Alphabet, and on the Reading and the Word Method; by A. P. Stone, on the Method of Teaching History; by I. B. Choate, on Grammar; by Dr. Mayberry, of Massachusetts, on Poetry as an Educator; and by Superintendent Johnson, on the Duties of the State to our Schools. It is possible there were some exercises which we did not hear, not enumerated above. During the evening sessions there were discussions upon school government, whispering, the examination of teachers, etc., etc.

The general scope of the exercises was good. Some of the instructors occasionally dwelt too long upon abstract principles until the hour passed, and there was no time left to make a practical application of the lesson, and to give the common-school teacher something tangible to carry home for use in the school-room. Some of the topics treated, also, had little bearing upon common-school teaching; but it is exceedingly difficult to arrange the exercises of an Institute so that they shall *all* be practical and acceptable. Of this we are quite sure, that the Institute was a very pleasant and a profitable one; and that great credit is due to the county supervisor, Mr. J. B. Webb, for his success in arranging for and conducting the Institute.

One good result of Teachers' Institutes should not be forgotten; and that is, the influence upon the towns where they are held. They arouse an interest in education, and stimulate the people and teachers of those towns to renewed efforts for the improvement of their schools. We have no doubt this will be found to be the case in the thirty-two towns of our State where Institutes have been, or are to be held during the present autumn.

EDUCATIONAL INTELLIGENCE.

MAINE.—Miss Martha Jellison, of Ellsworth, has been an active teacher for fifty-five years. She has had for her pupils nearly all the public men of that city. She is still engaged in teaching, and is now seventy-two years of age.

The ladies of Lisbon Falls have raised money enough to build a belfry on the village school-house, and recently a fine-toned bell, purchased by the same belles, arrived, and is to be elevated to the school-house belfry.

Onward. An association of the teachers and school officers of York county has been recently formed, a constitution and by-laws adopted, and the following officers elected: Edward S. Morris, President; Miss A. E. Atkins, Vice-president; Albion Burbank, Treasurer; Miss M. E. Demeritt, Secretary; Miss E. H. Gerrey, Librarian; M. K. Mabry, Manson Seavy, Edwin Stone, Ex. Committee. This is called the "Saco River Teachers' Association, and is intended to bring the qualifications of those connected with our schools nearer the proper standard than they now are. The regular meetings will be held on the first Thursday and following Friday and Saturday of December, March, June, and September. The December session will be held at Kennebunk, and all teachers, whether members or not, are earnestly desired to attend.

Cumberland County waking up. At the recent Institute held at Gorham, a County Teachers' Association was organized, with the following officers: President, E. H. Elwell, of Westbrook; Vice-president, J. G. Wight, of Bridgton; Ex. Committee, A. P. Stone, of Portland; A. F. Foss, of New Gloucester; J. P. Gross, of Brunswick; Secretary and Treasurer, J. B. Webb, of Gorham.

Our Colleges. Two Maine colleges have issued their catalogues for 1869–70. *Bates* reports a freshman class of thirty-six, and a total of seventy-seven students. There is one lady in the freshman class,—Miss H. E. Healey, of Tuftonboro' N. H.,—and it is said that her preparation for college was unusually good. *Bowdoin* has forty-seven freshmen, a science class of nine, a medical class of ninety-six, and a total of 237 students. The catalogue of Colby University, and of the Agricultural College, have not yet made their appearance.

Lewiston bears the Banner. We are informed that every public school teacher in the city of Lewiston is a subscriber to our Journal. The Lewiston teachers are sensible persons; and we will "bet" that they will be appreciated and well paid.

Good for Waldo County. We have received from the Institute recently held at Unity, in this county, the largest number of subscribers to our Journal, in proportion to the attendance, that has yet been sent us. We have heard that the teachers of Waldo county are waking up, and this is certain evidence of it.

Removal of Mr. E. P. Weston. We have before alluded to the fact that Mr. Weston has accepted an educational position of importance at the West. He has long been a laborer in the educational ranks in this State, and his presence and counsels will be missed by those who have known him here. Success to him in his new field of labor.

MASSACHUSETTS.—Boston has just finished and dedicated another first-rate grammar school house for the *Rice School.*

Wm. E. Sheldon, late master of the Hancock School, Boston, has been appointed one of the teachers in the Connecticut State Normal School.

Richard Greene Parker, for a long time a teacher in Boston, and the author of several school text-books, died at Waltham recently.

Mr. J. W. Dickinson, principal of the State Normal School at Westfield, has returned from his foreign trip.

Charles W. Eliot, the new president of Harvard College, was duly inaugurated October 19th, with exercises of a highly interesting character.

MISCELLANEOUS.—The Robinson Female Seminary at Exeter, N. H., was dedicated Sept. 21st. The building has been erected in accordance with the will of Mr. William Robinson, a native of Exeter, but long a resident of the South, who bequeathed $200,000 to the town, the income of which should be appropriated to female education. Eben S. Stearns is principal.

BOOK TABLE.

SYNCHRONOLOGY OF THE PRINCIPAL EVENTS IN SACRED AND PROFANE HISTORY; from the Creation of Man to the Present Time. By S. Hawes. Boston: Published by the author, 87 Cornhill.

This book will interest the student of history, as well as the general reader; but its value to teachers is beyond all price. It is *multum in parvo*,—the quintessence of many libraries condensed into a single volume. Few persons have access to libraries where doubtful points in chronology can be settled, and few have the leisure or judgment that enables them to find readily all the statistical information in history which they often need. Such information has been generalized and brought together here in accessible form, and is based upon authorities considered most reliable by scholars competent to judge. The work contains full tables of the sovereigns of all countries from the Patriarchs to the present time, and a general statement of all the principal events in sacred and profane history briefly set forth, and the chronology of those events properly indicated. A full biographical index, and an index of battles are also given. An historical chart, ingeniously constructed and colored, gives a bird's-eye view of the general sweep of the great historical periods of the world. We can unhesitatingly commend this work as one that will be of great practical use to teachers in their work, and one of constant and permanent value in the family as a work for reference and consultation. It is sold only by subscription, and the author is anxious to employ agents in this State.

PLAIN EDUCATIONAL TALKS WITH TEACHERS AND PARENTS. By Albert N Raub, Superintendent of Schools at Lock Haven, Pennsylvania. Philadelphia: Claxton, Remson & Haffelfinger. Portland: Loring, Short & Harmon.

The author of this volume, who has been in the habit of addressing large bodies of teachers, has given us in these *Plain Talks* the substance of various discourses upon many educational topics. Those topics are all of a practical bearing, and are just the subjects upon which every live teacher and earnest parent desire information. The author's views are sound and judicious, and expressed in language that gives an air of freshness to his book, and commends it to the reader. Teachers and parents will find many suggestions here that will assist them in managing and instructing children and youth.

THE INTELLIGENCE OF ANIMALS; with Illustrative Anecdotes. From the French of Ernest Manoult. New York: Charles Scribner & Co. Boston: Lee & Shepard. Portland: Loring, Short & Harmon.

This is another volume of Mr. Scribner's Illustrated Library of Wonders, and is really one of the most interesting yet issued. It contains a vast amount of curious and interesting information relating to animals, and abounds in incidents and anecdotes illustrating their instincts, sagacity, and cunning. It belongs to a class of books in which young people especially are always interested; and it is a kind of reading which is both safe and profitable in the hands of children and

THE AMERICAN SPELLER. By Henry N. Day. New York: Charles Scribner & Co.

The author of this book is well known as a profound scholar in the studies of the English language, and the author of several works on Rhetoric, Composition, etc. This work of about 168 pages has every evidence of having been prepared with great care. It is a primer as well as speller. The words are grouped throughout upon some principle of sound, orthography, accent, or the like,—a feature of great consequence in works of this kind. The arrangement of the words in lessons and groups is such as to give a very large list of words in the book. There is also a very good list of French words, abbreviations, and dictation exercises.

MANUAL OF THE GERMAN LANGUAGE. By W. Grauert. New York: E. Steiger.

This manual is a book for beginners in German, in two parts. It has rules for pronunciation, copious exercises to lead the learner along in his progress, and for conversation; grammatical rules and their application, and a good vocabulary. A good book.

The same publisher has issued in cheap form *Ahn's German Hand-writing*, a companion to every German reader, containing a number of interesting letters and other short pieces, printed in German script. It is an admirable thing to familiarize the student with German chirography.

Mr. Steiger is doing good service in the publication of works to facilitate the study of German.

SABBATH SCHOOL SONGS. By H. R. Palmer. Chicago: Adams, Blackmer & Lyon.

A very choice collection of songs, with appropriate music accompanying, for Sabbath-school use. It is vastly better than many works now used in schools, and well worthy the attention of superintendents, teachers, and others interested.

THE OLD FARMER'S ALMANAC for 1870. By Robt. B. Thomas. Portland: Loring, Short & Harmon.

We believe in Thomas's almanac. We always have ever since, many years ago, we borrowed his telescope to "spy out" the Boston State House from the top of Mount Wachuset in Central Massachusetts. The Farmer's Almanac is a classic. Read by the family fireside by boys and girls, it is really an educational work of no small influence.

A DRILL-BOOK IN ELOCUTION AND ORATORY. By A. A. Griffiths. Chicago: Adams, Blackmer & Lyon. New York: A. S. Barnes & Co.

Mr. Griffiths has made a more *practical* book than most works upon this subject are apt to be. Its title is a good key to its contents. It is preëminently a *drill-book*. Its illustrations and directions are of such a character that the teacher can make a practical use of it in the school. He can get good help to assist him in cultivating good habits in reading and speaking, as well as in correcting bad ones. The directions for posture and position, and for vocal drill, and the examples for practice, are all very good.

GET THE BEST.—We recommend Sunday schools desirous of securing the very best library books published, to send a stamp to J. C. GARRIGUES & Co., Publishers of *Sunday-School Times*, 608 Arch Street, Philadelphia, Pa., and request a copy of their valuable Illustrated Descriptive Catalogue of Choice Sabbath-school Publications.

youth. It is a capital book for side use for both teacher and pupil in the study of Natural History.

FORTHCOMING BOOKS.—In compliance with a very generally expressed desire, the publishers of Chase & Stuart's Classical Series, announce that they have in preparation and expect to have ready by December 1st, Chase & Stuart's First Six Books of Virgil's Æneid, with Explanatory Notes, Maps, Metrical Index, Remarks on Classical Versification, Index of Proper names, *Lexicon*, suggestions to students, references to Harkness's—Andrew's & Stoddard's— Bullions and Morris's, and Allen's Manual Latin Grammars.

The book will be uniform in style of binding with the other volumes of Chase & Stuart's Classical Series, and will be sold at the marvellously low price of $1.25 per copy, or $12.00 per dozen.

The same publishers also announce as in preparation and will be ready November 15th, The Model Speaker. It is intended that for variety and freshness of selections, beauty of mechanical execution, economy in price, etc., this book shall excel anything of the kind yet published.

LITTELL'S LIVING AGE is of itself a family library. One not accustomed to read it, will be surprised in glancing over the contents of its weekly numbers for a single month, to see what a variety of useful and interesting reading it furnishes. Teachers who wish to be well-read, and families who would have a good supply of excellent reading, will get more for their money in LITTELL than in any other form.

OLIVER OPTIC'S OUR BOYS AND GIRLS is now exerting an influence over children and youth as extensive as that of Peter Parley thirty years ago. That is saying a good deal, but it is true, and we are happy to believe that that influence is every way wholesome.

THE ATLANTIC ALMANAC for 1860, published by Fields, Osgood & Co., Boston, is a gem. Its illustrations are splendid, including some finely colored, also very appropriate calendar heads for the months, pictures from the poets, etc. Its literary contents are equally good. It is well worthy a place upon the center table.

THE PHRENOLOGICAL JOURNAL for November, contains sketches of Hon. Asa Packer; Gen. John A. Rawlins; Wm. P. Fessenden; Gen. Washington's Head; Mother Ann Lee, the Shaker; The Cathedral of Milan; Are the Women to blame? Salem Witchcraft; Spectrum Analysis, etc., with engraved portraits and other illustrations. A new volume begins with the January number. Address, S. R. WELLS, Publisher, 389 Broadway, N. Y.

THE RHODE ISLAND SCHOOL-MASTER REVIVED.—This educational monthly which has not been issued for the last six months, has again made its appearance under favorable auspices. T. W. Bicknell, State Superintendent of Schools, and T. B. Stockwell, of the Providence High School, are editors, with fifteen contributing editors. Welcome again, little Rhody.

LIPPINCOTT for November carries forward the serial stories by Anthony Trollope and Robert Dale Owen, and gives good articles on Wear and Tear, Fuel, The Great Flood, Duelling, etc.

THE TRANS-CONTINENTAL RAILWAY.—Remarks at a Railroad Convention at Rutland, Vt., by John A. Poor, of Portland. This pamphlet contains information and suggestions of interest to the people of Maine, and it will set some people to looking up their geography.

The publishers of **PAGE'S THEORY AND PRACTICE OF TEACHING** are offering extra inducements to the teachers of Maine to supply themselves with one of the most valuable works upon school teaching ever published, and we sincerely hope they will improve the opportunity offered them.

THE POLYTECHNIC is the name of a new semi-monthly scientific journal, published at the Rensselaer Institute, Troy, New York. The first two numbers look well.

THE AMERICAN NATURALIST, for October, has a very good account of the Scientific Convention at Salem in August last.

Persons about to purchase books, or who wish to keep posted in regard to books, will find the **BOOK-BUYER**, published by C. Scribner, of New York, of great assistance. It is published monthly, and can be had by paying the postage upon it.

The Report of the Minister of Public Instruction for the province of Quebec, for 1867-8, has been received, and is a document of much value.

The Annual Register of the Rensselaer Polytechnic Institute, at Troy, N. Y. for 1869, shows that Institution to be in a flourishing condition. It is a scientific school of the firstclass.

THE FOLIO, a Journal of Music, Art, and Literature, is the name of a new dollar monthly, published in Boston, at $1 per year, by White, Smith & Perry.

THE MASSACHUSETTS INSTITUTE OF TECHNOLOGY furnishes a good catalogue of its faculty, students, course of study, and other information.

The *Voice* is the title of a sprightly monthly paper published at Patten in Aroostook county, by a son of county supervisor Sleeper.

NOW IS THE TIME.—The publisher of this journal offers, upon another page, rare inducements for teachers to subscribe for the *Journal*, and to club with other periodicals. A word to the wise is sufficient.

NUTS TO CRACK.

QUESTIONS.

20. Through the planks of a leaking ship there is found to be a hole twelve inches square. Now, the ship's carpenter has but one piece of plank, sixteen inches inches long by nine inches wide, with which to stop the leak. How shall he cut this plank so as to stop the leak entirely, and waste none of the plank?

21. A farmer has a plough which cuts a furrow eighteen inches wide. How far will his team travel to plough four acres, allowing one rod in twenty-five for turning at the corners?

Singular Arithmetical Fact.—Any given number of figures you wish to multiply by five will give the same result if divided by two,—a much quicker operation; but you must remember to annex a cipher to the answer when there is no remainder; in case there is a remainder, whatever it may be, annex a five to the answer. Multiply 264 by 5, and the answer will be 1320; divide the same number by 2, and you have 132, and as there is no remainder, you annex a cipher. Now, take 357 and multiply by 5, and there is 1785; divide the same number by 2, and you have 178 and a remainder; you, therefore, place a 5 at the end of the line, and the result is again 1785. A simpler way yet to reach the same conclusion, is to add the cipher to the number to be multiplied, and then divide by two.

MONEY IN YOUR POCKET.

We call especial attention to our *club-list*, and what was said last month about plates of *Grant* and *Colfax*. Never was such an offer made before.

NOW is the time to subscribe, as all who pay us $1.50 without expense to us shall have fourteen numbers of the Journal, and be credited to January, 1871.

Something Beautiful.—We are enabled to make every subscriber to the Journal of Education, who pays a year in advance, a choice of any of PRANG'S CHROMOS, at just *two-thirds* the price at which they can be bought at the stores. For example, take "Late Autumn in White Mountains," price $6, we will furnish it for $4, in connection with the Journal, and same proportion for any other.

FULL LIST OF PRANG'S CHROMOS.

Wood Mosses and Ferns,	$1.50
Bird's Nest and Lichens,	1.50
Group of Chickens, after Tait,	5.00
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The Baby; or, Going to the Bath,	8.00
The Sisters (companion to the Baby),	8.00
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Blackberries in Vase,	6.00
Correggio's Magdalena,	10.00
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Cherries and Basket, after Granbery,	7.50
Strawberries and Basket, " .	7.50
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Baby in Trouble, after Charles Verlat,	6.00
Pointer and Quail, after Tait,	5.00
Spaniel and Woodcock, "	5.00

Change of Time for Institutes.—The following is a corrected list of the Institutes after Nov. 8:—Nov. 22, Richmond, Limerick; Nov. 29, Bethel, Norway; Dec. 6, Bridgton, Lewiston; Dec. 13, Bath, Winthrop.

THE MAINE

JOURNAL OF EDUCATION.

WARREN JOHNSON, Editor for December.

Vol. III. DECEMBER, 1869. No. 12.

EXTRACT FROM SUPERINTENDENT'S FORTHCOMING REPORT FOR 1869.

It is gratifying to be able to state that during the past school year there has been some educational progress. The indications of this progress are not as radiant as they ought to be, but they are reliable, and give us the promise of more light.

A cursory glance at the following comparative table reveals the agreeable fact, that while compared with 1859, the record of the past year exhibits in some items retrogression as in census number, register attendance, and amount received from State funds, yet compared with the summary of 1868 a decided advance is apparent, indicating an increased interest on the part of pupils, teachers, school officers, and parents. There are a few less delinquent towns than last year, but more delinquent townships, so that the basis of comparison remains nearly the same, more especially as the delinquent towns are small in population, not much exceeding many of the plantations, or townships. The delinquents in

1868, were towns,	53;	plantations,	31
1869, " "	13;	"	60

By a careful examination of the several items of the table upon the next page, the reader can compare the schools of 1868 with those of 1869.

COMPARATIVE TABLE, 1868-9.

	1869.	1868.	Increase.	Per cent.
Whole number of scholars between four and twenty-one	226,143	225,200	943	.004
Number registered in Summer Schools	120,262	111,552	8,710	.08
Average attendance	94,114	85,407	8,707	.10
Number registered in Winter Schools	135,292	124,655	10,637	.09
Average attendance	108,434	97,790	10,644	.11
Per centage of average attendance to whole number	.50	.42	.08	....
Number in Winter Schools who did not attend in summer	21,606	19,714	1,892	.10
Average length of summer Schools in weeks and days, 5½ days per week	9w. 2d.	9w. 2d.	....	....
Average length of Winter Schools in weeks and days, 5½ days per week	9w. 3d.	9w. 1d.	2d.	....
Average length of schools for the year	18w. 5d.	18w. 3d.	2d.	
Number of districts	4,012	3,632	380	.10
Number of parts of districts	328	282	46	.16
Number of districts with graded schools	184	150	34	.24
Number of School Houses	4,019	3,719	300	.08
Number of School Houses in good condition	2,036	1,977	59	.03
Number of School Houses built last year	121	93	28	....
Cost of the same	175,904	272,744	dec. 96,840	....
Number of Male Teachers employed in summer	97	70	inc. 27	.39
Number of Male Teachers employed in winter	1,968	1,815	153	.08
Number of Female Teachers employed in summer	4,033	4,360	dec. 327	.08
Number of Female Teachers employed in winter	2,200	2,012	inc. 188	.09
Average wages of Male Teachers per month, excluding board	$30 44	$29 50	.94	.03
Average wages of Female Teachers per week, excluding board	3 04	2 94	.10	.03
Average cost of Teachers' board per week	2 28	2 17	.11	.05
Amount of school money voted	792,815	598,094	194,721	.33
Amount raised per scholar	2 93	2 65	.28	.11
Amount drawn from State fund	15.658	17,719	dec. 2,061	.12
Amount derived from local funds	14,434	12,013	inc. 2,421	.10
Amount paid for tuition in private schools, academies or colleges in the State	54,329	54,545	dec. 216	....
Amount paid for the same out of the State	11,222	10,886	inc. 336	....
Amount expended for repairs, fuel, insurances, &c	92,364	73,477	18,887	.26
Amount expended to prolong schools	17,744	14,640	3,104	.21
Amount paid to Superintending School Committees	20,087	18,350	1,737	.09
Aggregate amount expended for schools	1,082,106	999,021	83,085	.08

Census Numbers.—The following table exhibits the whole number of scholars as returned to the State Treasurer for the last decade:

						Increase.
No. of	Scholars,	1859,	between 4	and 21	242,700	
"	"	1860,	"	"	244,920	2,220
						Decrease.
"	"	1861,	"	"	243,171	1,749
"	"	1862,	"	"	241,571	1,600
"	"	1863,	"	"	239,329	2,242
"	"	1864,	"	"	235,188	4,141
"	"	1865,	"	"	229,797	5,391
"	"	1866,	"	"	229,378	419
"	"	1867,	"	"	228,388	990
"	"	1868,	"	"	225,200	3,188
						Increase.
"	"	1869,	"	"	226,143	943

It will be borne in mind that the returns made to the Treasurer are from *all* the towns and plantations, except that ten per cent is deducted from the last returns of any delinquent towns or townships. The deduction having been about the same for each year, the foregoing table may be relied upon as approximately correct, exhibiting an irregular decrease for the eight years preceding 1869, and a small increase during the last year, equal to .004 of the census number for 1868. This is indeed small, but a much more favorable indication than the constant decrease of preceding years. It will be remembered in connection with this statement, that without immigration the yearly increase of the national population by excess of births and deaths, is about 1.38 per cent, while the actual increase from 1840 to 1850, was 35.87 per cent., and from 1850 to 1860, 35.59 per cent. It appears, therefore, that Maine falls behind the average national increase, of 1.38 per cent, *without* immigration. The census of 1870 will disclose the fact, whether she has kept pace with the average national increase of 35.73 per cent. As the increase in the last census decade was but about 10 per cent, it is hardly presumable that she will treble that per centage in the subsequent. What concerns us is, that it should plainly be a policy of the State to add to its brain power, and one of the prerequisites to this is brain material. Immigration, therefore, "which has pushed the country forward forty years in national progress," enters as an element in our mental capacity and growth. While, therefore, our capitalists are investing their wealth in great railway thoroughfares *across* the State, over which to transport the great tide of emigration from European countries to the Great West, it certainly becomes the agriculturist, the manufacturer, and the educator especially, to arrest on the way as much of this physical and brain force as possible, and divert the same into channels contributing to the material and spirit-power of the State.

ATTENDANCE.—It is the aim of the economical manufacturer to convert the elements of raw material, working capital and labor into the maximum product, or that which shall give him the largest returns. This doctrine is true of every producer, simply stated, to make the largest possible dividend on the given stock. The State proposes to itself the production of intelligent citizens. The material is the youth-force embraced between the ages of four and twenty-one. The work-shop is the school-room. The invested capital is that already permanently invested in school property and school funds. The working capital is the annual contribution of the citizens in the form of taxes, gifts, interest, derived from permanent funds and a few minor items. The operatives are the teachers. The paid agents and overseers are Superintending School Committees, County Supervisors, and the State Superintendent. The whole amount of material in 1869 is 226,143 children; in 1868, 225,200 children. Not all of this material in either year passed through the work-shop of the common school. The average attendance indicates the raw material actually used. In 1869, this was .50 of the whole; in 1868, .42 of the whole. The percentage in favor of 1869 is .08. This, on the working capital of 1868, money voted ($598,094), amounts to $47,847; on that of 1869 ($792,815), to $63,425. This statement, however, is not strictly fair, as the working capital in 1869 has been increased in comparison with that of 1868.

The amount raised in 1869, per scholar, is	$2.93
" " 1868, "	2.65
Percentage of increase in working capital, ...	.10½
" " average attendance, . . .	.08

The increase of product, therefore, based on average attendance alone, has not kept pace with the increase of money voted. We still need, therefore, better *instruction*, better *supervision*, and increased *parental interest* to attract or compel a better attendance. The improving attendance, however, of the past year, compared with preceding years, is an agreeable indication in the right direction.

LENGTH OF SCHOOLS. The average length of schools *reported* for 1869, is 104 days; for 1868, 102 days. As the returns are made May 1st of each year, the *report* of 104 days for 1869, indicates the length of school in 1868, and that of 1868 the length of school in 1867. We must, therefore, compare the length of school and its cost for the same year with similar data for other years:

Length of school in 1868,	104 days.
“ “ 1867,	102 “
Amount of money voted in 1868,	$598,094
“ “ “ 1867,	518,292
Percentage of increase in length of school, 1868.	.02
“ “ “ money voted, “	.15
Average *number* of schools in 1868,	4.128
“ “ “ 1867,	3,875
Percentage of increase in number for 1868,	.07
Amount expended to prolong schools, 1868,	$14,640
“ “ “ “ 1867,	15,316

The difference between the last two amounts raised voluntarily to prolong the schools is so small, that it will not affect the general results above. Averaging, therefore, the length and number of schools, the final statement stands as follows:

Working school capital increased,	15
school quantity “	04½

Evidently, therefore, on this basis, the State did not receive adequate returns for the increased amount invested. School *quantity*, however, should be carefully distinguished from school *quality*. This point will be elucidated in its proper place. It would be interesting to compare 1869 with 1868 under the foregoing aspect; but this is impossible, as the returns of the summer schools have not been received, and the winter sessions are not yet matters of record.

TEACHERS' SALARIES. Teachers' wages increased from 1867 to 1868, three (.03) per cent; board, for same period, increased five (.05) per cent. Comparatively, therefore, the teacher receives less remuneration for his services than previously. Evidently the increased amount of money raised (.15) was not appropriated to increased (.03) salaries of the school teachers in Maine. The following table has been compiled from official sources, and suggests that the school operatives of our State, if they do not *strike* for higher wages, will be very likely to seek something better than the *home* market:

COMPARATIVE STATEMENT.

Average Monthly Wages.	Males.	Female.
Maine	$30 44	$12 16
New Hampshire	34 64	19 78
Massachusetts	66 92	26 44
Connecticut	52 05	24 91
New Jersey	96 00	34 00
Ohio	38 52	23 80
Michigan	44 03	19 48
Wisconsin	40 76	26 34
Minnesota	34 61	22 28
Iowa	35 88	23 76
Missouri	35 50	—
Kansas	39 44	26 41
California (gold)	77 00	64 00

SCHOOL-HOUSES AND SCHOOL DISTRICTS. The number, both of school-houses and districts is reported larger than the previous year. The number of new school-houses built last year is 121, at a cost of $175,904; the previous year, 93, at a cost of $272,744. Of the latter sum, $200,000 were expended on two school-houses, one in Portland, $125,000, the other in Lewiston, $75,000. Deducting this amount, $72,744 will remain as the cost of 91 school-houses, averaging about $800 each. Of the former sum, $37,772 were expended in the erection of one school building in Lewiston, and $25,000 for another in Rockland, making the average cost of 119 school-houses, nearly $950—indicating a trifling increase in the value of the latter. The cost of materials and labor was about the same for each year, favoring the latter, if either. See under heading, "School-houses." The increase of school districts is an unfavorable indication except so far as the increase shows new settlements and an extending populated area. See school "District System."

MONEY VOTED. The great difference ($194,721) in the amount of money voted by the towns, is largely owing to a misconception or ignorance of the law passed early in the year 1868, requiring a school tax of one dollar per capita. Many towns raised only the old amount required, seventy-five cents. Evidently the people of Maine are ready to raise any reasonable amount for the support of the public schools, while they very justly demand adequate returns. It will be noticed that the amount raised to *prolong* the schools exceeds that of any previous year. The same is true of amount paid for supervision, and of the total expenditure in the interest of schools.

School Fund. The amount derivable from the School Fund and Bank Tax for distribution among the towns, has been constantly decreasing the last ten years. In 1859, the whole amount thus distributed was $80,294: in 1869, only $15,658, or less than one-fifth the former amount. This diminution is due to the entire loss of the State bank tax. Other States have supplied this loss by diverting to school uses, licenses, fines, taxes on domestic animals, passenger traffic, &c. The present School Fund receives small additions, annually, from the sales of State lands. These, however, will soon cease, and it is very desirable that ways be devised to afford increments from other sources.

This completes the general analysis of the tables, and the resultant conclusion is, that further active agencies must be set in motion to secure the desired school *quantity*. As to the *quality* or character of our common schools, that will be discussed elsewhere.

TO BEGINNERS IN TEACHING.

It is an hour of considerable anxiety when a teacher, for the first time, enters a school-room to take charge of the instruction and management of a school. It is quite important that such persons should have correct ideas of their duties, and that they should enter upon their work with a right and proper spirit.

A love for the business, and a warm sympathy with young people, are very necessary elements of character for those who are to become the instructors and guides of children and youth. If the beginner is conscious that he is not possessed of such traits, then they should be cultivated. We do not mean that they should be feigned or "put on," but that the teacher should resolve to become interested in the work of school teaching, and to cultivate a spirit of kindness and forbearance towards young people. Through familiarity we often become attached to what, at first, fails to excite our sympathies, or to enlist our interest.

At the outset, fellow teacher, give yourself immediately to the duties in hand. Lose no time in organizing your school, and let your pupils early learn, that you mean work. Idle pupils, even when not bad pupils, are sure to occasion mischief and trouble; and one of the best means of managing evil-disposed schools, is to keep them at work. Begin by leading them into their duties rather than by driving them, and let their work be so assigned, that they shall feel, keenly, the disgrace of not performing their duties, or of being behind the rest of the school in their work. Such a course disarms pupils who are inclined to make trouble of their intentions, by placing them in a position where they cannot help seeing their errors and their consequences, and by enlisting their interest in a "better way."

Have but few rules and regulations, but let what you do have, be reasonable, clear, and not capable of being misunderstood. Above all things, avoid a dictatorial style of telling the school what must, and what must not, be done. Be very sparing of the imperative mode in making your rules. Give the school to understand, that you shall expect them to give attention to their studies, and other duties, and to refrain from everything that will interfere with the quiet, good order, and appropriate work of the school-room. When special misdemeanors and improprieties, such as communications, laughing, rudeness, or the like, begin to manifest themselves, check them kindly, but earnestly, and let it be known that such things receive your decided disapprobation, and must be stopped. In this way you avoid suggesting wrong-doing to your pupils, by prohibitions of what may never have occurred to them to do. You also show yourself reasonable, by checking departure from duty at the time when they begin to manifest themselves, and to interfere with the good of the school.

Be calm and dispassionate. The cool, self-possessed teacher always shows that he has reserved power. Pupils will generally come to the conclusion, that such a teacher is equal to any emergencies that may arise, and they will not deem it safe to take liberties with him. Use the utmost care to avoid giving your school occasion to believe that they can vex and torment you by little provocations. When once they get the impression that that can be done, they will not be slow to give you trouble in large measure, and frequently.

But, in attempting to be free from passion and irritability, do not go to the opposite extreme, and be destitute of life and animation. A dull, lifeless teacher, will soon spoil the best of schools. On the other hand, be enthusiastic and wide awake. Let the school-room glow with work, and be as busy as a bee-hive. Avoid boisterousness and bluster, but let there be, everywhere, signs of life and activity.

Be systematic and methodical in the exercises of the school, and in the various movements of pupils, but let the machinery of such method be kept out of sight as much as possible. The same remark will apply to the discipline and general management of the school. Be careful, but not fastidious. It is well to be particular about small things in proportion to their importance; but it is unwise to fritter away one's time and strength entirely on unimportant matters, to the neglect of those which are of more consequence and more deserving of attention.

Do not devote too much time to the government of the school. Have order, and good order too; and insist upon implicit obedience to reasonable requirements; but secure these objects with as little expenditure of time as possible. Your main time is to be given to the instruction of your school.

In teaching, be thorough, and be more anxious to have pupils understand well what they learn, than to have them go over much ground. Do no work for pupils which they can do for themselves; but when they really need assistance, give it to them cheerfully. Lead the learner as much as possible into a knowledge of principles and their application, and allow no parrot-like or *rote* work.

Make the acquaintance of your pupils' parents at their homes, and show that you have a personal interest in those under your care. If parents presume to advise you, or to dictate to you, in regard to the management of their children, listen to them patiently, and then follow your own judgment. Never turn aside from the true course to please anybody, but strive to do what seems to you right, and then take the consequences. In such cases you will have the approbation of your own conscience, and will be likely to please more people than in any other way. Be prudent, and keep out of trouble if possible, but follow the path of duty even if it leads in the way of danger.

Do not be impatient if you are slow to see the good fruits of your labors. It is yours to sow, but it may be a long time to the harvest, and others, perhaps, may reap it. But your reward for well doing is just as sure, and "onward and faithfully" should be your motto, even in the midst of seeming discouragements. The cause in which you labor is a noble one, and if you toil on prudently and faithfully, you will in time be appreciated and rewarded. You may have vexations and trials; but these are incident to every calling in life, and should be made the best of, and not allowed to dishearten you in the discharge of your duty. Resolve that you will stand high in your calling, if possible,—that you will do everything in the best way,—that you will be true to yourself and to your trust,—that you will be cheerful, and look on the bright side of life, and you will be quite sure to win success.

A. P. S.

PROF. D. H. CRUTTENDEN AS AN EDUCATOR.

Probably no man ever came to the State of Maine, as an educator, who was so thoroughly misunderstood as Prof. Cruttenden, of New York. Unheralded, with methods of instruction in some respects quite novel, with a new nomenclature in teaching, and possessing a mind powerfully analytical, educated men could not at first comprehend him. Circumstances were unfavorable at the commencement of his courses of instruction. The Institutes are but five days in a place, and many teachers did not make their appearance at the opening exercises, when, if five minutes too late, they lost nearly everything pertaining to his analysis of language. Educated men dropped in for a few minutes, and could see nothing to interest them. The different style of the professor, so necessary in teaching childhood, rendered his illustrations tedious to them, and the impression was generally unfavorable.

But some of our calmest headed educators have seen in his instructions that which renders teaching a science as well as an art. His lectures on the mental forces present in the calmest manner the principles which underlie all good teaching. They are, in fact, lectures on the Philosophy of Teaching, and will do much to develop a higher order of instruction in our schools.

It is my purpose in this article to call the attention of teachers to the interesting and simple manner in which he presents the analysis of words. It is well known that but few instructors succeed in teaching the analysis of English words. The effort is almost always a forced, and an unnatural one; but the method presented by Prof. C. is simple, natural, and progressive. One has only to see it tried to be convinced of its superiority. I have experimented with classes sufficiently to test its merits, and the pleasure they have experienced is peculiarly gratifying.

The following method will illustrate the subject as far as my space will allow:

A word may be analyzed in three ways, called immediate, intermediate, and ultimate.

1. Immediate, when the word is divided into the root, suffix, and prefix.
2. Intermediate, when the *root*, *suffix*, and *prefix* may be again divided, and literally defined.
3. Ultimate, when each letter is analyzed as far as possible.

It is the intermediate analysis to which I wish to call the special attention of teachers at this time.

Let us take the word *preposition*. Dividing it thus:

Pre-pos-(i)t-ion, and numbering the parts from right to left, we
5 4 3 2 1
have the following analysis:

1. *ion*; the condition of
5. *t*, that which
3. (*i*,) euphonic
4. *pos*, is placed
5. *pre*, before.

We can now give a literal definition of the whole word, by reading the parts from right to left, thus: *The condition of that which is placed before.* From this, a formal definition can readily be made, which will also involve in the student's mind the literal definition,—a point of great importance in philological study. The student will thus recognize the analysis of a word, by its definition, and if trained in that way, will acquire habits of greater precision in the use of words. Now let the pupil recall other words having the same root, as in *preposition*, and he will see a beauty in the study of words, that he never before experienced.

Take the word *alligation.* Al-lig-(a) t-ion; *ion*, the condition of; (*at*)*t*, that which; *lig*, binds; *al*-ad, together. Now ask the pupil to recall some other word having *lig*, as a root, and it may suggest *ligature* to him, something with which to bind, or tie. Thus the laws of associated memory are readily and naturally brought to bear upon the mind of the pupil.

I will give you one more. *Contra-dic-t-ion-s. S*, several (things); *ion*, belonging to; *t*, that which; *dic*, has been spoken; *contra*, against; The terminal *c* in the root, refers, in most words, to past time. He thus reads the definition of words from right to left.

Now let the pupil analyze a long list of words, terminating in *ion*, and he will do it with great facility, provided the teacher engages in the exercise with spirit. Another point. By analyzing according to this method, he will soon see how the prefix is modified by that of the root. It will be observed that the letters *s* and *c* are equivalents of *t*, as in the words *oppression*, *coercion.*

As Prof. Cruttenden's work on Language will soon be published, and advertised in this Journal, I advise all live teachers to procure it, and test its merits in the school-room, with advanced scholars. Those who have studied the Latin, though but for a short time, will derive much advantage by this method of analysis. I have so much confidence in it, that I can take an advanced class, in one of our high schools and academies, and teach them on the blackboard the analysis of all the terms used in arithmetic in half a day, and shut them up the other half day, with only pens, ink, paper, and dictionary, and they will repeat, from memory, the literal analysis, and write out from this the real or essential definitions of all the terms in arithmetic, that will not suffer in comparison with those ordinarily given in the text-books now in use. Without claiming perfection for this, or any other method, I think it has advantages over any other yet published.

N. T. T.

Teachers who are satisfied with their own attainments, are to be pitied rather than envied. Generally speaking, it is a misfortune to a child to be placed under the tuition of such a teacher.

Avoid a formal routine in teaching; children are very apt to imbibe the notion that they *study* in order to *recite.*

READING AS AN EDUCATOR.

THE subject to which I wish to call the attention of teachers at this time is one of no little importance, therefore it should be considered carefully and note made of everything which will, in any way, assist us to make improvement.

As reading is really so important, we ought, by all means, to interest ourselves in it. It is a topic upon which much has been written and much said, consequently it will not be expected that at this time anything particularly new can be introduced.

Reading, I think, has never yet received its proper share of time or attention either at home or at school. There are other things, which it appears to me, should demand less attention than this branch of education, now receiving more. If we consider how much a love of reading has done for us as teachers and workers in life, we can very readily and plainly tell how much it *may* do for those that are placed under our care as pupils.

By what it has done for us is meant the many avenues it has opened whereby we have gained so much *practical, valuable* knowledge. If we *read* we can become acquainted with all subjects—education, religion, politics, and many others which need not be mentioned, not forgetting many lesser things which might be denominated "*items.*"

Said an educated lady, not long since, of her daughter, a graduate of a high school, and who was contemplating the plan of entering a female seminary: "I think she would be far better off if she should remain at home and employ herself in acquiring a newspaper education." The remark seemed to me a wise one.

A *taste* for reading—a desire for improvement—would of course influence one in choice of matter. How much of beauty we can find in all the *good* reading that falls into our hands. Many a passage puts new life into us, and engenders thoughts which might never have been ours, had we not read those passages. Perhaps, by those printed words upon the dull paper, we have been actuated to a nobler, truer, worthier life.

Our very souls sometimes thank the Great Infinite, who hath put it into the minds of a few of his creatures to write such ennobling sentiments. We linger over the passages, perhaps unwilling to leave them; we think of them long and well after the book has been laid away. Yes; some authors' words make us *think.* How it becomes us to think well in God's presence. Books, reading, suggest thought. *Thought* makes us *act.* We ought then to be careful of thoughts.

Thus far I have spoken of the influence of reading upon our lives and characters. We will now consider what its effect must be upon those who are placed under us as pupils and learners. As I believe that it has an untold influence over *us*, so it must also have over *them.*

In order to convey a writer's ideas to a person who is listening, the reader must comprehend fully *all* that the author means. He must let his *soul* speak, through his lips using another's words. For the time being he must forget his real self, and become lost in the feeling of the writer.

If an admiration of beautiful language has been cultivated, the one who admires can hardly be expected to fail in reading that language well. Beautiful passages are not *always found* in books, nor are they all let fall from wise men's lips. A child's answer, or his written exercise at school, may be brimful of truth and beauty.

A little boy once wrote in an exercise in grammar for his teacher to examine,—"Every time you do wrong your soul is not as white as it was before." That boy had been taught to appreciate that which is *worthy* of appreciation, and can read well.

One of the first things necessary is to make an impression on the mind of the pupil, as soon as old enough, that reading is an important part of one's education. He ought to be made to understand that a good reader is worthy of credit. Show him how great the benefits to be derived from it. Let him understand that it will be useful to him in after life, and that as a part of his education it *must* not be neglected.

It does not seem necessary that one need make great exertion to make reading agreeable to the pupil. His ambition needs to be aroused; then he improves and considers his reading lesson a pleasant thing. One can use a variety of illustrations, if need be, to prove to the pupil that what you tell him concerning this subject is true. If he is convinced of this, and shows by his honest endeavor that he intends to make all the improvements he can, you may have much hope of that scholar.

Create, by numberless ways, an actual pride in the pupil to do the very best he can, and you have done him a vast amount of lasting good. I know of nothing that we are called upon to teach where praise seems to effect so much. The pride, the ambition of the pupil, once aroused, will help very much, and cause him to progress so rapidly that he will often surprise *himself* if he does not his teacher. He will learn to read some of the simple stories of our reading books with his childish voice and childish ways so well, that we can afford to praise him though his execution is not perfect. He should be taught to read as he would talk, distinctly and energetically.

A child is apt to indulge in an unnatural tone if not carefully watched. This is owing to his misunderstanding, or not understanding at all. A little explanation of what he is reading will help him a great deal. To overcome this fault the teachers should take great pains. Reading frequently to the pupils, and as much as possible, benefits them. They learn vastly by imitation, much more than we are apt to think. As the teacher reads, so will the scholar. The style of the one is unconsciously adopted by the other.

The more understandingly the pupil reads, the better he will read. The greater the variety of pieces, the greater his comprehension of language must be. Simple selections are best adapted to his understanding. Show him the beauty found therein, even though it be but little. If that cannot be found in the language, it may be in the story, which may serve as the groundwork of good thoughts.

I would select but few pieces for *drill.* If one is selected for that purpose, I would not fail to gain the desired result if possible. One might desire to overcome certain faults, such as too slight attention to pauses, inflection, sudden falling of voice, etc. If so, I would insist upon overcoming the errors, even though the drill was long. The effect would be felt by the child, and would show itself in all after time.

The analysis of sentences is always beneficial. Definitions of words ought to be frequently called for. Sometimes the teacher's vocabulary is not a little limited. How much more limited must that of the child be!

Poetry can be made comprehensible by the teacher. He may convey the idea contained therein in his own words, so that even a young child can understand them. If the thoughts are simplified so that he *believes* the words he reads, poetry means something after all. Good articulation, of course, is necessary. If the comprehension is quickened, the articulation will naturally be better than it otherwise could be.

An earnest, active, working spirit is necessary in teaching reading, as in everything else. If we possess this spirit we must see the work prosper in our hands. Faithfulness will not go unrewarded. Worthy labor never remained long unpaid. M. J. H.

TIPTOEING IN SCHOOL.

A GOOD part of the education in our schools relates to the culture of good manners; and this culture relates not only to the courteous expressions of the emotions of a kind heart, but to the good manners of personal appearance. A stooping and a strutting posture are equally to be avoided. The one reminds the beholder of premature old age. The other represents a haughty and conceited temper. The habits of the school-room are liable to be fixed on its inmates through life; and, whether of vocal expression or bodily movement, should be correct. They should be made to suit the mind and its proper working, as well and as easily as our daily garments suit and aid the working of the body.

There is a laudable desire on the part of most teachers, to have a quiet school: not only as to whispering,—the bane of improvement,—and playing, not quite its equal in mischief,—and shuffling the feet while sitting, but also when the classes go to take their places for recitation, or at recess and dismissal. To secure this end there is sometimes issued the order, that the scholars should take the unwonted attitude of walking on the toe-ends of their feet, so that thus they may secure the stillness desired. In order to enforce precept by example, the teacher's steps are managed in the same way. All that is gained by these proceedures comes at the expense of an acquired awkwardness of deportment, which may go along with the other attainments to mar their value in practical life, especially when a quiet movement is desired or a cautious gait is needed. Where the lady teacher is a little tall and slender, the present result, if not the permanent one, will be a resemblance of all the deformity of the Grecian bend, which no admirer of the fair has ever wished to see a second time.

The true course in the school-room is for the scholars to be taught how to walk, by placing the foot on the floor, not heel-first or toe-first, carefully, without a jerk or a stamp. All this can be done without any uncomfortable disturbance. One person can walk about a house and hardly be known as being within its walls, so far as hearing is concerned; while another, by a vigorous heel-tap at each step, will rattle the crockery and the windows, and make the floor sound almost like a bass-drum.

This regular and careful method of walking may make more noise than stepping on tip-toe. But the eye will not be offended, while the ear will be satisfied, because it will be a regular noise, a permitted noise, and an expected noise, and therefore will not be troublesome or fretting, more than the ticking of the school-room clock, or the sounds of reading, spelling, or explaining. If properly managed, it will not ordinarily last more than half a minute, and then all will be still again. The scholars will keep, as they ought, the erect position, and will not think that when they come into the presence of their elders at other times, they must walk bending, using their toes alone, when the proper attitude requires the use of the whole foot. B.

THIRD ANNUAL MEETING OF THE MAINE EDUCATIONAL ASSOCIATION.

REPORTED FOR THE JOURNAL BY H. E. SWASEY.

IN response to the Circular issued by the President of the Association, the members of the Maine Educational Association met in City Hall, Bath, at 4 o'clock, P. M., Monday, Nov. 15, 1869.

The president, A. P. STONE, of Portland, called the meeting to order.

Prayer was offered by J. H. HANSON, of Waterville.

A brief address of welcome was made by CHARLES W. LARRABEE, Esq., of Bath; to which the president responded.

The president was empowered to appoint all necessary Committees.

Professor G. T. FLETCHER, of Castine, then read a paper on the "Wants of our Common Schools."

He first considered what our schools want from the State.

Their legal claim upon the State for assistance is self-evident. The State has power and wealth, and the schools need to feel the influence of both. The school funds of Western States, derived from the sale of public lands, and increased by wise management, by judicious investment, etc., has placed Western schools upon a basis superior to our own. The reputation of our State calls to the government loudly for action. The State must make a demand upon the general government for an interest in the unsold lands of the West.

We have a very small educational fund. Lands in our State, which should have been reserved for our schools, were sold for the benefit of Massachusetts. We may have no legal claim to the public lands of the nation, but, as an integral part of the Great Republic, we have a moral right to press the wants of our schools upon the attention of the powers at Washington. There should be a Department of Education established at Washington. The day may not be far distant when popular education shall receive the fostering care of the general government. But we must meet present wants with present means.

The State must tax us more heavily to sustain our common schools. It must be willing to sustain an able Superintendent, and other means of supervision. It is time that the voice of the educators of the State be heard in Senate, House, and Council Chamber. Let us demand our rights. Shall a few resolute men be allowed to obtain from the treasury hundreds of thousands of dollars for railroads, while we cannot obtain tens of thousands?

We need better Supervisors in our towns. The County Supervisors form a connecting link between the State Superintendent and town Committees. This County Board should have power to examine and employ teachers. Our present town supervision is not worthy the name. I think our schools have retrograded during the last ten years,—at least in many towns.

The town Committees are paid enough, for if they were paid more, incompetent men would obtain the office. They do not visit their schools often enough. They do not criticise and advise the teacher as they should. The Supervisor can improve himself by frequently visiting his schools.

Another pressing want of our common schools is the abolition of the district system. One district at the State capital draws $500 per year from the treasury, while another draws but $15.

There is no justice in our method of building school-houses, appropriating money, or hiring teachers. The West rejected such a system, and even Massachusetts has blotted it from her statute books.

Our common schools want better houses. The present accommodations are a disgrace. Our factories, stores, churches, and private residences do credit to us, but our school-houses disgrace us. If religion, business, and home influence are benefited by architecture, certainly our schools will be.

These are some of the external wants of our schools.

I will now notice some of their internal wants.

They need better classification. They need grading. Where the population is large, and the area small, this can be effected by a union of districts; but in small towns, each school must be graded in itself. There should be three distinct classes,—primary, intermediate, and advanced. Each class should be allowed four recitations per day, equal to twelve recitations. Into these classes every scholar should be placed.

The methods of teaching demand attention. These cannot be greatly improved until our teachers are better educated.

Our primary instruction, especially, needs improvement. Object-teaching should be *the* teaching in our primary schools.

Our schools need phonetic cards and charts. In the absence of these, the teacher must be taught to use the blackboard.

Our children are not receiving proper mental food. The present course of study includes reading, spelling, grammar, arithmetic, etc.

Reading, spelling, and grammar, properly taught, are indispensable, but we want less arithmetic. The little children are tortured with over-doses of mental arithmetic. How much that is beautiful and soul-inspiring in language, history, and science might be learned, by the use of a small portion of this wasted brain-power expended upon arithmetic!

We need more history in our schools.

Our schools need a brief course in physiology, philosophy, botany, natural history, and the theory and practice of republican government. We need uniformity of text-books. There is a multiplicity of text-books in our schools, and many editions of the same books.

The last want of our common schools which I shall notice is more earnest and better-qualified teachers.

In closing, Mr. Fletcher appealed to teachers to prepare themselves to meet the pressing wants of the common schools, and to become a power in every district and household in the cause of education.

Professor Fletcher's lecture was followed by a general discussion on the subject. Hon. WARREN JOHNSON, State Superintendent of Schools, said that an effort would be made to secure a donation of public lands from the next Congress, for the New England and Southern States, for educational purposes. Mr. Johnson thought that the great wants of our schools could be brought down to two,—better supervision, and better teachers.

He advised teachers to strike for better wages. Maine pays her teachers the least, upon an average, of any State in the Union.

Professor D. H. CRUTTENDEN, of New York, alluded to the fact thet the wants of our schools were similar throughout the whole country. He thought our schools were being made better. He denounced "this eternal ciphering."

What is there in our course of common-school study to make better neighbors, brothers, sisters, parents, etc.?

Prof. C. thought much of the youthful depravity existing in the community attributable to a want of proper mental and moral food in the school.

The association then adjourned until evening.

Evening Session.—Upon reassembling in the evening a discussion took place on the subject: "Some of the most efficient agencies in school government."

A. P. STONE, of Portland, said the teacher was the great agent in school government. By a well-governed school is meant a school where you find good order, good spirit between the pupils, and good relations between teacher and pupils. If you have a large and working school, you cannot have it perfectly still. "There will be the hum of the bee."

Different schools are to be governed differently. It is difficult to *tell* how to govern a school. A teacher must have confidence in his ability to govern.

The old way is not a good way. Teachers used to read off to their pupils a code of rules in the imperative mode. This is not the true way. You should not commence with many rules; but let your scholars understand that they are expected to do *right*, and then wait till mischief shows itself. You tell a pupil not to do this, and not to do that, and they *may* do it, when they never would have thought of it if you had not made the prohibition. Don't suggest misdemeanors to your pupils.

Teachers should be gentlemen and ladies before their schools, and cultivate amicable relations with their pupils.

An important fact for teachers to remember is, that they cannot *deceive* their scholars.

A great agency in school government is *consistency* on the part of the teacher. Pupils differ, and "you must be all things to all men." Be reasonable and consistent with your school. Like begets like, and if you put confidence in your pupils, you will have no difficulty. If you ever make a mistake, acknowledge it openly and manfully. This conduces much to respect and confidence on the part of pupils toward the teacher.

As regards punishment, Mr. Stone said he wished he never had occasion to punish a pupil; but he believes it has done good in many cases. He said he never taught a school where there were not scholars who appreciated a good thrashing. But be judicious in your punishment. Here is the difficulty. Use moral suasion just so long as it has the desired effect. Corporal punishment should be used as a last resort. If you cannot get along without it, use the rod. There are times when you must show your school that you are master. There are some boys who are sullen. There are some hot-tempered boys. Many times you can cure them without the rod, and sometimes you cannot.

"So far as the girls are concerned, I don't like the idea of a girl being exempt, simply because she is a girl; yet, for prudence, I would not strike a girl. Still, before turning her out of school, and acknowledging myself unable to conquer her, I would give her a good shaking, to remember me by."

Teachers govern too much. Don't be too anxious to show your authority. Give your scholars to understand that you are going to govern them, only so far as they exhibit a need of government. "Those in authority must sometimes be blind."

A teacher should pay strict attention to his bearing, in school and out. Let your pupils read in your acts and behavior that your course is onward and upward. Have no double dealing. Be true and square. A person self-possessed shows the greatest amount of reserved power. The teacher is provoked above all other men, and it needs almost a saint in the school-room. It requires a great effort, sometimes, to be self-possessed; but every teacher should be.

CHARLES B. STETSON, of Lewiston, next spoke on the question.

He made an argument in favor of a more enlarged system of education, as regards the branches pursued in our common schools. He mistook the question under discussion, thinking that the question discussed in the afternoon was still before the society for debate.

He was followed by Professor F. A. ALLEN, of Pennsylvania. It is impossible to teach teachers how to govern, unless they know how to govern themselves. When pupils come to school, they come from loving fathers and mothers, and they long to entwine the affection of their hearts around something. LOVE is *the* great agency in school government. Teachers should have some plan for the management of their schools. The best schools are those that regulate themselves. You will find, that so long as you trust your scholars, they will trust you. Show your pupils that they have rights as well as yourself. The greatest source of annoyance is found in the little children, four and five years old. These little children ought not to be in our schools. A child six years old is young enough to go to school. Keep your school busy, employed about something, and you will have no trouble in its government.

Many scholars don't know *how* to study. They think that *mouthing* is studying. Show them that studying is not done with the mouth, but with the *mind*. That merely repeating is not studying, but *thinking* is.

We ought to have a new mode in our grammar—the teacher's mode. There is a mode teachers should be in when they teach.

Teachers often talk too much. In consequence, they often have to exhibit inconsistences.

Always do just as you say you shall; and always say just what you mean to do.

Don't hesitate to commend and praise your pupils. Seek for something to commend in them. There are thousands dying for want of sympathy. How much good can be done by treating the children as human beings, and touching their hearts with the wand of sympathy and love.

All punishment should be inflicted when alone with the delinquent. Don't punish any pupil in the presence of the school. Punishment, when inflicted, should be prospective, not retrospective. We should ask, "What is for the best interest of the pupil?"

It is mind that governs mind. If I am to control my boy, instead of whipping him, suppose I sit down and convince his judgment? I have then educated his better nature. If we whip, we educate the baser passions.

Professor **Allen** contended, that the system of separating boys and girls at schools, is a false and bad system.

G. T. Fletcher, Principal of Castine Normal School, spoke of the power which can be exerted outside of the school-room. If the teacher keeps himself aloof from the members of the district, and does not cultivate their friendship, he will surely have trouble in his school.

A teacher should make himself known to the parents in his district, and should consult with them, and argue upon different questions of education. He should gain the coöperation of the parents.

Many teachers lose much ground by their conduct in the school the first half day of the term. Have a well-digested plan, and show your school that you are master of your profession. The teacher's character should be such as to be a continual appeal to every pupil in behalf of good government.

J. S. Barrell, of Lewiston, thought that the very first thing a teacher should have, was an ardent love for children. He then has a very strong element for the good government of his school.

Acquaint yourself *thoroughly* with your school, so that you may be prepared for all emergencies.

Corporal punishment is often made so hideous to the mind, that a teacher, in avoiding it, does things ten times worse,—for he injures the soul instead of the body.

Never deceive, or attempt to deceive, your scholars. Never do anything by which you will lose the confidence of your school.

Never *frighten* your smaller pupils by terrible threats, etc.

Galen Allen, Principal of Bath High School, said the teacher's great work was with himself. When he can govern himself, he can govern his school. Trouble often arises from want of self-control on the part of the teacher. It is an "old fogy notion," that we must punish, in order to govern. Corporal punishment should be abolished. It is administered so injudiciously, it engenders so many evil passions, it causes so much general trouble, that the interests of all demand its abolition. If a teacher only makes up his mind that it is unnecessary in school, he will never have call for it.

C. C. Rounds, Principal of Farmington Normal School, thought this question of government should be brought to more of a science. If the teacher can govern by moral means alone, let him do so; but if he finds the rod necessary, let him not hesitate to apply it. In school government, no law should be given which you cannot convince the school is proper and necessary. The teacher is an autocrat in a republic. Many things are required in our schools that ought not to be required. In a multiplicity of rules, there is evil.

A. J. Blethen, of Farmington, advocated a mild system of corporal punishment. He thought the great difficulty was to know *when* to administer it. The danger is, that we may administer it when our reason is clouded by passion.

Hon. **Warren Johnson**, of Augusta, thought there were cases when it was necessary to go at a pupil "like lightning," and punish immediately after the transgression. He illustrated this point by an account of his experience as a teacher in some common schools. The only way for a teacher is, to know the humanities with which he has to deal.

Mr. Johnson closed the discussion.

The following Committees were announced by President STONE:

On Nominations.—Leander Boothby, Bath: J. H. Hanson, Waterville: E. Wentworth, Portland: C. C. Rounds, Farmington: J. S. Barrell, Lewiston.

On Resolutions.—G. T. Fletcher, Castine: Thomas Tash, Lewiston: A. E. Chase, Portland: W. H. Bigelow, Clinton: R. Woodbury, Farmington.

On Teachers and Teachers' Places.—A. E. Chase, Portland: C. C. Rounds, Farmington: J. P. Gross, Brunswick: N. T. True, Bethel: G. T. Fletcher, Castine.

On Journal of Education.—C. B. Stetson, Lewiston: Galen Allen, Bath: J. P. Gross, Brunswick.

On School Legislation.—Warren Johnson, Augusta: Nelson Dingley, Lewiston: J. B. Webb, Gorham: J. H. Hanson, Waterville: C. B. Stetson, Lewiston.

The following resolutions, offered by Professor FLETCHER, were unanimously adopted:

Resolved, That Superintendent JOHNSON be requested to make the JOURNAL OF EDUCATION the official organ of himself and the Board of County Supervisors.

Resolved, That the Association memorialize the next Legislature in behalf of the JOURNAL OF EDUCATION, requesting the appropriation of $500 in order to put the Journal into the hands of every town School Committee in the State.

The Association then adjourned till Tuesday morning.

SECOND DAY—TUESDAY.

The Association reassembled at 9 o'clock.

The Secretary, C. B. STETSON, read the record of the previous day's proceedings.

Prayer was offered by Professor D. H. CRUTTENDEN.

The subject assigned for discussion was then taken up.

"Oral Instruction—when, how, and to what extent shall it be given?"

G. T. Fletcher, of Castine, first spoke on the question. He thought oral instruction the instruction for our primary schools. It is the natural way for a child to learn. The amount of information that can be conveyed to a child by this method is much greater than can be given by books.

Mr. Fletcher was followed by Messrs. BARRELL of Lewiston, WOODBURY of Farmington, TASH of Lewiston, GROSS of Brunswick, Dr. BALLARD of Brunswick, STETSON of Lewiston, and ABBOTT of Farmington.

The general tone of the discussion was as follows:

We should give the child the food he can digest. Oral instruction should be made use of to a greater or less extent in schools of all grades. The teacher should be so familiar with the subject of each lesson, that he can make an oral and practical lesson of it. Oral instruction upon lessons to come—anticipating the lesson—would greatly assist the scholar in properly studying those lessons. Recapitulatory oral instruction would so impress the truths of what has been studied upon the child's mind, that he would carry away a lasting understanding of it.

There is a great difference between oral instruction and mere talking. It should not be carried too far. A great deal can be taught by oral teaching that cannot be found in our text-books, and which is of great importance. Great good would ensue from oral instruction in reference to our general system of government.

If teachers were properly qualified, it would be better to throw away many of our present text-books. Never, in teaching orally, give anything you do not intend to call for again. It is particularly adapted for teaching geography and arithmetic. Don't teach too much at one recitation. Oral instruction should be scattered through all our studies; put it in wherever you can with good effect. It should be carried along and thrown out at every step in all recitations. It will improve the language of the pupils, and there is great lack of knowledge in language among our scholars. Pupils are apt to learn the words without the ideas. The language of our text-books is often "too big" for the pupils. They cannot understand it, and we usually put the books into the hands of our pupils before they are old enough to understand them. It is the business of the teacher to explain whatever he finds in his books. Different scholars study differently. Some study the *how*, and others the *why* of things,—facts and philosophy. The teacher stands as the interpreter between the scholar and the book. The *how* should first be taught, and then the *why*. Don't get the thing wrong end to. Socrates and Pythagoras taught orally. So did Jesus Christ. Encourage a spirit of earnest inquiry on the part of the pupil. Professor CRUTTENDEN thought one great sin among our teachers, was an arrogant assumption of knowing *everything*.

After this discussion, C. C. ROUNDS, of Farmington, delivered an address on "The Educational Needs of Maine." He spoke of the present school system as embodied in the school law. Its excellency is, that it recognizes the principle of free schools for all. Its defects are, that it is incomplete, in that it does not establish a definite course of study for common schools; in that it provides no means for the higher education of the people; in that it does not secure uniform advantages in different sections of the State, nor even of the same town; and in that it does not adequately provide for efficient inspection.

We need,—

1. Abolition of School Districts.
2. More uniformity in courses of study, methods of instruction. and administration.
3. More efficient inspection.
4. Range of study adapted to the capacity and destiny of the individual.
5. Body of professional teachers, qualified for their high office, respected, honored, permanently employed, and adequately paid.
6. Compulsory education.

The law now prescribes that the teacher shall be examined in "reading, spelling, writing, English grammar, geography, history, arithmetic, and other branches usually taught in public schools, and particularly in the school for which he is examined." The oourse of study left so indefinite in law, is, in fact, what might be expected. The study of higher algebra, of Latin or French, and of other branches pertaining to advanced courses of instruction, is often pursued in our country schools to such an extent, as to prove seriously detrimental to the interests of the school. But this, though often a serious evil, becomes as nothing when compared with another. The methods of instruction and administration are so varied in consequence of the frequent changes of teachers, as to render satisfactory results impossible. Nor is this the worst. These methods are often so false, that it can be held nothing less than positive crime in teachers to adopt, in committees to permit them. Many spend *years* in *not* learning what they should have learned in a few months. Nor is the fault the pupil's alone.

It is simply absurd to think of teaching all the studies of a primary, a grammar, and a high school in any of our ungraded country schools. By attempting so much, there is failure in all.

The only means provided by the law for supervision, previous to the law of last winter, was the town School Committees. We have had, for some years, a State Superintendent; but the duty of personal inspection of schools was wisely omitted from the list of his multifarious duties. The School Committee law is very well written, but we all know how it works. In some cases we find School Committees who perform their duties wisely and well; but it is unreasonable to expect, that by popular vote we can secure the services of men fitted to perform the duties of school inspection. The system of supervision by town School Committees, in this State and in other States, has uniformly failed. And any system must fail which does not provide for the "employment of competent superintendents, whose entire energies are devoted to the work."

Our system of county supervision must be sustained, strengthened, and perfected. Our law in regard to examination of teachers is so indefinite and vague as to be of little practical use. Hence, we need improved methods of examining and certificating teachers, and permanent employment, and a more assured position for competent teachers.

The Dutch school system was here referred to, and a comparison made between it and our own system, much to the discredit of our system. Among the provisions of the Dutch law are these:—

1. Primary schools shall be open without interruption throughout the whole year, except during holidays.

5. The pupils shall be received only at fixed periods in the course of the year.

6. The pupils shall be classified in three divisions; each division shall have its own separate place, and shall receive at each sitting the instruction suitable to it. Provision is also made for yearly examination and promotion, and upon satisfactory completion of the course of study, the pupil receives a certificate of honor.

The second general order of the Dutch school law contains twenty-six articles, and relates to the examination of teachers for primary instruction. They are divided into four classes, and the qualifications, and the kinds of schools to teach which each class of teachers is eligible, are defined, and the manner in which they are to be examined.

The 9th article prescribes the subjects and modes of examination as follows:

1. An exercise in reading different printed and written characters.
2. Some words and phrases designedly misspelled shall be proposed to the candidate to ascertain his knowledge of orthography.
3. To ascertain the extent of his grammatical knowledge of the Dutch language, a sentence shall be dictated, which he shall analyze, and name the parts of speech, and give proofs of his familiarity with the declensions and conjugations.
4. The candidate shall write some lines in large, middle, and small hand, and make his own pens.
5. Some questions in arithmetic shall be proposed to him, especially in regard to matters of common occurrence, and which are proper to show the experience and dexterity of the candidate in calculations, both in whole numbers and in fractions.
6. Some questions shall be proposed on the theory of music.
7. Various questions shall be proposed relative to history, geography, natural philosophy, mathematics, and such other branches as the candidate proposes to teach.
8. Examination as to aptitude for teaching children, theoretical and practical; also, whenever a class of children can be assembled.

9. School government and moral training.

Such are some of the features of the Dutch school law, and certainly we may learn a wholesome lesson therefrom.

County examination of teachers will not alone give uniformity of results. Thus, in Ohio, in one county, of 492 applicants, 138 were rejected; in another, of 258, only one was rejected.

Mr. Rounds then gave his plan for the examination and certificating of teachers by a board of superintendents; giving more permanency to the profession of teaching; organizing into a system the present agencies,—common schools, academies, normal schools, and colleges; and for establishing rural high schools. We need longer schools, and we have Supt. Johnson's report to show this need. Some districts have only five weeks of school during the whole year. We need more public school fund; and its mode of distribution needs amendment. Aid should be given to no school kept open less than six months in the year, and then all should be aided in proportion to the average attendance of pupils and the length of time the school is kept open.

The results of this policy in Ontario have been most salutary upon both teachers and pupils. In Illinois, a school must be maintained six months in a year to entitle it to its share of the public money. In Wisconsin, three months. In Iowa, the legal term of school is twenty-four weeks in a year. In California, three months.

We need a range of study in our schools adapted to the capacity and destiny of the individual, and to the demands of the State and of the age. We will not stop here to take sides with either of the parties now waging so fierce a fight, one in behalf of a literary education, the other in behalf of a scientific education. Both sides are right and both sides are wrong; for no education can be called complete which does not give the elements of scientific and of literary culture. However, as the scientific side of this question has hardly had fair play, and as the business of education has for many years been organized in the interests of literature, it is but fit that a word be said in behalf of scientific education.

One of our most urgent needs is that of careful scientific training. School should not be a place where we are to learn our trades, but in the schools of any people we should find an adaptation to the circumstances of that people. We must learn when boys what we are to practice when we become men. We must attain that "complete and generous education which will fit us to perform all the offices, both private and public, of peace and war." We must not cease our efforts as teachers and organizers until to every one is secured opportunity for the symmetrical development of all his faculties. We have not finished our work unless our pupils be sent out from our training the completest men and women possible, qualified to render the worthiest service to the State and to their God. We need very much to learn that our courses of instruction must be settled by something else than the whims of schoolmasters; that they must be ordered in accordance with the inductions of science and the character of the individual, with the requirements of the time and the eternal fitness of things.

There is not a school in Maine in which science is properly taught; not a school for special training in the higher departments of science. It is impossible to tell by visits to our schools anything of the circumstances upon which the prosperity of the State or the happiness of its citizens most depend. Our schools are given over to tedious verbalisms, and wearisome repetitions.

Our want of skilled mechanics was here alluded to at some length, and it was argued that a training of the eye and hand was needed in our schools.

Scientific training is needed to develop the resources of the State. If the will of God is ever revealed in regard to the destinies of States, the course which Maine must pursue, if she would rise to wealth, dignity, and power, is clearly marked out by her climatic conditions, her geological formation, the relief of her surface, the course of her rivers, and the contour of her coast. Her people must be a manufacturing and commercial people. The great elevation of her numerous and beautiful lakes, filled by evaporation from the ocean transported by the restless winds, give her an amount of motive power unequaled by that of any other State.

Upon what is the wealth of Bath founded? To ask the question is to receive a reply. As we sit here the seamen of Maine are sailing in the early morning of the Atlantic, and through the sunset of the Pacific isles; they are floating amid the splendors of tropic seas, and braving the horrors of the Arctic night.

Yet the rivers of Maine still flow unvexed to the sea, while we issue reports of our exhaustless water power, and wait for foreign capitalists to come in and erect cotton and woolen mills. Our ships and our seamen sail from other ports, when they should bring to our shores the raw material from all parts of the world, and carry out the manufactured product.

We need such an education for our youth as will enable them to make of Maine what God intended she should be; and this education must be based upon science.

Scientific training is needed to train the mind to the search for truth. Physical science furnishes the best examples of exertion in this respect, as it furnishes the best models and methods of investigation. It is needed to elevate labor. Labor is ennobling so far as there is mind in it. Men are trained to the full measure of manhood by their callings, just as these callings exact from them the full exercise of their nobler powers. These are called into exercise just so far as they are led to think by their work; to reason from effects to causes; from facts to laws. Hence, the artisan who comprehends the scientific principles on which his art is based, is disciplined by every blow he strikes.

Scientific training is needed to form a people trained in the methods of science, able to recognize, eager to accept, demonstrated truth. The world has suffered for want of this. Would we accomplish these desired results by the study of science, we must work in accordance with the principles of scientific research, thus admirably summarized by Morell:

1. Every *real* science must be based upon facts open to actual observation.
2. Our induction of facts, within the range of the science of which we are treating, must be as large and as varied as possible.
3. As the phenomena which lie open immediately to our observation are usually the results of a number of simpler agencies, they should be carefully analyzed, for the purpose of discovering, as far as possible, the more elementary facts of which they are constituted.
4. Hypotheses may be employed, while investigation is going on, as necessary tentative efforts, to grasp the general law to which the facts conform; but we must be ready either to transform or abandon such hypotheses, according as the subsequent teaching of the facts may require.
5. The natural course of all science is from one degree of generality to another, until we arrive at the *universal laws of nature.*
6. No real science can stand simply on its own facts, isolated from all the other results of scientific research, as the different sciences are closely affiliated.
7. The principal instrument in scientific research is *experiment.*
8. When experiment is precluded by the nature of the case, we must generally be guided by *analogy.*

Where is there a school in Maine in which science is taught in accordance with these principles?

We need, too, special schools, which shall develop to the greatest degree possible the special aptitudes of pupils.

All classes need scientific training, those for whose education the prevailing mode is considered specially adapted not less than others.

Our clergy need a different education. With some noble exceptions, they are no longer leaders of public opinion; in many cases their education does not fit them to be leaders.

Our lawyers need a different education. Our laws are largely made by them, and they very much need a training which will give them a stronger conviction of the reign of law in the universe of God and in the thoughts of man; of the dependence of man upon his surroundings; of the futility of make-shift legislation; and of the criminality of enacting any law which shall conflict with the law of God.

Our physicians need a different education. Their scientific education is often most meager. Some of the ablest of the profession now declare, that there is no such thing as the science of medicine. They make little effort, so far as the body of the profession are concerned, to educate the people in any thing pertaining to the science of life. If they were thoroughly imbued with the scientific spirit, this would not be so.

Mr. Rounds briefly defended scientific study against the strictures of religionists, and alluded to the need of art education, referring to Professor Woodman's lecture for a full treatment of this portion of his subject.

Lastly, we need a body of professional teachers, qualified for their high office, respected, honored, permanently employed, and adequately paid.

Mr. Rounds enlarged on this point of his address. He closed with an allusion to the expenses of an improved system of education. He showed, that while Maine raises but $3.60 per scholar, Philadelphia raises $13, and New York city $33. We must raise four times the sum we do in order to meet the demands of the present and future generations.

At the conclusion of this address the Association adjourned till afternoon.

AFTERNOON SESSION.

Professor ALLEN, of Penn., gave a short lecture on geography. A large portion of the knowledge we possess, we have gained by experience. All knowledge proceeds from what we know to what we do not know. We should teach geography in accordance with these truths. Our geographies start at the wrong place. Instead of commencing with "what is geography?" "what is the earth?" "what is the distance round the earth?" etc., we should teach the pupil *of* the earth itself, starting with what he already knows and can comprehend. Take your pupils out some afternoon and learn them geography from the objects of nature. When a child begins to think, his education has begun.

For a class in primary geography, the following is a good order to pursue in teaching:

1. Points of compass.
2. Physical features of the country. Its mountains, hills, valleys, rivers, lakes, etc.
3. Trees; classify them. Some shed their leaves every year, and others do not, etc. What are their names? Some bear fruit, others do not. Some are used for lumber. Some are used only for shade-trees. "The scholars in our orphan school in Pennsylvania have, in the school-house, a specimen of every kind of tree in the country. Also, the different kinds of leaves."
4. Animals. First take the animals in your own neighborhood, and

show their characteristics and habits. Tell their names, what they are used for, etc.

5. Productions. Start with the home productions, showing what the land bears about you in the garden and field.

6. Inhabitants of the country.

7. Employments of the inhabitants, showing what all classes of mankind do, and what names are given to these different employments.

8. Towns. What is a town?

9. Boundaries. Home boundaries. Scholars can readily bound France, England, etc., but they cannot in most cases bound their own towns.

10. Organization of towns.

11. How many towns in the county?

12. Counties—their boundaries, organization, etc. For what purpose were they organized? Their physical features.

13. State. Its boundaries, organization, physical features, etc.

14. The United States.

After you have acquainted your pupils with all they ought to know about the United States, then you can take them abroad.

In the study of geography, let the pupils use the slate and pencil freely.

JOHN P. GROSS, of Brunswick, then delivered an address on "The Teacher's Reserved Power."

It is not sufficient for the teacher to understand, to be able to explain and give instruction upon the limited studies of the school-room merely. He should do much more than this. He must be able to impress his pupils with the fact that there is a vast deal more to be said upon all subjects, and that time alone fails in his treatment of them. His power lies in his reserved force.

How is a teacher to meet the demand made upon him? He cannot fit himself for it during the time usually spent in what is termed getting an education. It must come from a life of hard study. We can never have an efficient school system so long as the work is followed but a few years, or is made the stepping-stone to something else. Prussia has the best school system of any country in the world, and there it is made a life work, as much as we make the law, or any other profession a life work.

No one can be a successful teacher unless he loves his calling. The work of the teacher is too important to be left to unskilled hands. The teacher must be a student. Perhaps but a little time can be gained each day, but make good use of that. A little and a little makes a heap in time. Moments can be saved by always having some useful book at hand, ready to take up as occasion offers.

In entering upon a course of study and reading, it is important to have some plan to which everything may be referred. Mr. Gross here suggested a plan. The object of his plan was to have the knowledge we gain classified, so as to be available whenever we want to use it.

Much valuable time may be wasted by careless and indolent habits while reading. Attention is half the battle. It is said that Newton attributed his success in invention and investigation not so much to a great intellect, as to his power for long-continued and well-directed effort upon one thing. A favorite way of breaking the enemy's line, often resorted to by Napoleon, was to form his troops in a figure like the two sides of a triangle, and then by charging upon one point and breaking it, insure to himself victory.

The same principle holds good in studying; attempt to master too many things at once, and you fail in all; but give your whole attention to the one subject before you, and it readily yields.

Next in importance to attention while reading, is thinking after having read. Locke says, "Reading furnishes the mind only with materials for knowledge; it is thinking that makes what we read ours." Thinking is to the mind what digestion is to the body.

It is well to make a careful analysis at the end of every book read. Always have at hand pencil and paper, so that you can note the leading thoughts of the author. Let no word which is not fully understood in all its relations, pass without reference to a dictionary. Every new fact should be traced to the principle it involves or illustrates. Always select the best authors on any subject you approach. "It does not matter," says Seneca, "how many, but how good books you have."

What shall we read?

It is sometimes recommended to the student to limit himself to one branch of study, "to know everything of something, rather than something of every thing." But it is better to have a general knowledge of as many things as possible, and then to follow out one or more to an accurate knowledge of it. A person cannot fully understand any subject which he may wish to thoroughly investigate, unless he has a general knowledge of a great many other things in the grand economy of the world.

As regards a course of reading, there is not time to make out a full one in this paper. A small book, entitled "Course of English Reading," by Rev. James Pycroft, of Trinity College, Oxford, is a very useful guide. It gives valuable hints on "How to read," "How to remember," "What to read," and the authors which should be selected.

One very important subject for study and reading, is that of anatomy and physiology. A teacher well read in these, could give interesting and instructive lessons to his school upon them. Moreover, it is important that a teacher know something of the laws of health, that he may shield his pupils from many of the ills resulting from carelessness and ignorance. The oracle placed over the door of the temple at Delphi, "Know thyself;" or the saying of one of the poets of our own tongue, "The proper study of mankind is man," is as true to-day as when it was first uttered, and applies as well to the physical, as to the moral and intellectual nature.

The Prussian government lately commissioned a professor of medicine to examine into the condition of the public schools, and report his opinion on their sanitary management. In his report he recommends that the teachers have instruction in the knowledge of diseases, and that they be required to keep full accounts of all cases of sickness occurring in their schools. In addition, he would have the schools under the care of a commissioner of physicians and schoolmen whose duty it shall be to make use of the information furnished by the teachers, and make sanitary regulations for the schools.

For the teachers of our summer schools no more pleasant field of study can be found than that of botany. It can be made an interesting and profitable agent in school government.

Mr. **Gross** then made an earnest appeal in behalf of the study of botany. Not to mention the names of those men who have given to it and kindred subjects the study of a lifetime, what may be of especial interest to ladies, it is said that the Empress Josephine spent many of her leisure hours in the pursuit of this interesting study. What better opportunity for the study of nature? Where can the wisdom, the power, or the goodness of the Creator be more plainly seen than here. It would not be time lost to yield to the invitation of the singing bird and babbling brooks, and take your whole school somehow out of the school-room into the fields, and there gather, classify, and explain the flowers which they may find. During these excursion into the fields an interest may be awakened in mineralogy and geology. The teacher should, at least, be able to recognize and classify all the minerals of this section of the country; should understand the different geological formations, and the order in which they occur. Those formations with which we are especially familiar from the use which is made of them, as the coal, chalk, and peat formations, the marble, limestone, slate etc., may be studied with reference to the locality in which they are found, the extent and depth of their beds, and the amount which is yearly taken from them. It is surprising to observe what an interest is sometimes awakened in these subjects by even a slight acquaintance with them.

Astronomy, too, comes in for its share of attention, and, difficult and distant as it may at first seem, will be learned with profit. It may not be possible to make a child comprehend the method of calculating an eclipse, but he can be taught to know the different constellations and the time of their appearance in the heavens. Every teacher should read a little book on astronomy, by Rev. E. F. Burr, of Connecticut, published the past season. It imparts a great amount of information, and presents the subject in almost an enchanting way.

No teacher can afford to be ignorant of chemistry and natural philosophy. With a knowledge of these, the teacher is able to call the attention of the pupil and explain to him the many natural phenomena continually passing unnoticed before him; those of wind, rain, frost, dew, the heat of the sun, the different kinds of snow-flakes and their exquisite beauty, the ice on the skating-pond, etc.

The importance of thorough and extensive historical reading need not be urged. It may be said that many, if not all the subjects of study to which reference has been made, are now comprehended in our college, and even in our high and normal-school courses. Very true; but in none of these is any one of them finished. The most that can be expected is, that the student may there make a beginning.

The teacher's knowledge should be extensive, thorough, and classified, ready for use whenever opportunity offers. But time will not admit of even a hasty reference to all the avenues of knowledge which the living teacher ought to explore. Only a few have been mentioned to indicate the general plan to be followed; nor should these be pursued to the exclusion of the others.

Of poetry, the fine arts, general literature, current publications, etc., no one can afford to remain ignorant. The occurrences of the day will suggest many things which must be inquired into; and when one is interested in any subject is always the best time for reading upon it. After the shaking which we all got a few mornings since by the earthquake, we are in a mood to be interested in the various theories concerning their cause, and the history of all that have occurred.

Lest some should be discouraged from entering upon such a course in consequence of its vastness, let us, for a moment, consider how it is to be accomplished. Consider it the work of a lifetime, and do not attempt too much at once. Take up any one line of study that you feel most interested in, and make yourself master of its philosophy and general principles, and then turn it to immediate use. Having thus mastered one thing, turn your attention to another. It may seem but a trifle at first, but it will make all the difference in the end between a pedant and a scholar.

Very few of our common-school scholars spend time enough in school to go through a thorough course in any of these studies; and hence the greater need that every teacher be so well read, that he may be able to give some information upon all of them. He does well who, while he imparts to some all they may ever receive, awakens in others an interest which shall lead to further study and inquiry. Happy the lot of that teacher who, in the faithful discharge of his duty, is permitted to open to others the path of their greatest usefulness.

An additional reason why teachers should fit themselves for this kind of instruction is the fact, that the branches usually pursued are as much as the pupil can *study* with profit; but when he has become tired of *studying*, he can be *taught*.

If it be objected that such a course takes time which should be devoted to the other studies of the school, it may be replied, that our scholars are not taught as much *orally* as they should be, and that such instruction would give such new impulse to the old work of the school-room, that time would be gained instead of lost. So far as the utility of oral instruction is concerned, it would seem that the instance cited by President Elliot, of Harvard College, in his recent inaugural address, where he speaks of the culture and instruction received by medical students in a course consisting very largely of oral teaching, were enough to convince us of the importance of this in our system of education.

The great desideratum of our public schools to-day is a corps of teachers not only educated faithfully to instruct in the curriculum of the school, but also supplied with a reserved force sufficient to impart an amount of knowledge equal, at least, to that now gained by studying.

There is another consideration which should not be overlooked,—the influence of this system upon the teacher himself.

One engaged in the work of teaching who gives himself no trouble to add to his accomplishments, moves round in a continually narrowing circle; while one who applies himself to study, and surmounts obstacle after obstacle, finds his circle continually widening. We all know how the presence of a few well-educated, cultured persons in a community raises the average of intelligence in that community. So in our State will the presence of every hard-working, student teacher, raise the average rank of the profession, and place its members upon the high ground which the magnitude of the work demands they should occupy.

No better words can be found for closing this paper, than these words of Guizot, in his speech to the French Chamber of Deputies: " What a well-assorted union of qualities is required to constitute a good schoolmaster. A good schoolmaster ought to be a man who knows much more than he is called upon to teach, that he may teach with intelligence and with taste; who has a noble and elevated mind, that he may preserve that dignity of mind and deportment without which he will never obtain the respect and confidence of families; who possesses a rare mixture of gentleness and firmness; a man not ignorant of his rights, but thinking much more of his duties; showing to all a good example, and serving to all as a counsellor; not given to change his condition, but satisfied with his situation because it gives him the power of doing good, and who has made up his mind to live and die in the service of primary instruction,—which, to him, is the service of God and his fellow creatures.

To rear teachers approaching to such a model is a difficult task, and yet we must succeed in it, or we have done nothing for elementary instruction."

Professor JOHN S. WOODMAN, of Dartmouth College, occupied the remainder of the afternoon with an address on " Drawing."

He gave as a definition, art and taste appealing to the sight. He spoke of the great deficiency existing among us in relation to this art, and spoke of the means for remedying this deficiency. It is better for us to give some degree of culture to the higher and better powers of our nature. An artistic sense is in all; and by training this sense, we open up to ourselves a new wealth of enjoyment.

Prof. W. spoke of how fond we are of using terms of art in conversation, etc. Some of the most favored terms in our language are terms of art, and we love them because of the ideas of beauty and art which they suggest.

Art is a representation by which something internal or spiritual is made evident to sense. This is a German definition. Poetry is one of the fine arts; also, oratory, music, painting or drawing, sculpture, architecture, and gymnastics. Architecture is simply ornamental construction. In every age of the world great respect has been shown this art. We are perhaps little aware of the wealth of architectural decorations existing in the old world. The cathedrals of the Middle Ages were spoken of, and a beautiful description given of them. The history of these cathedrals alone, furnishes an almost inexhaustible fund of pleasure and profit to the student. Take them to pieces, and analyze them, and all the legends connected with them, and you have one of the most beautiful studies you can introduce into the school. There are thirty of these grand cathedrals in France, over five hundred years old. In Florence, there are 365 statuary works of art, all in public places. A figure cut in stone has much greater effect over us than one in wax; and this is because form is more important than color in art.

Free drawing should be studied in all our schools. The work is great, but should be commenced *now.* It should be taught every day, as we teach reading, grammar, and arithmetic. The method in vogue at the Dartmouth Scientific School was explained, and its merits advocated. Some may ask, what is the value of drawing? It is needed in every subject that admits of visible representation. It assists wonderfully in writing. Practical use can be made of it in all branches of industry, and it will conduce to beauty and order in everything about us. The farmer can apply it in a hundred little ways, that would lighten his burdens and elevate his sense of the beautiful and sublime. The mechanic can do the same.

How much we need this knowledge of art in our manufactures. The German artisans are educated in art, and consequently surpass the artisans of all other countries.

We have no national taste in art, because we are uneducated. How much afloat we are in regard to fashion. How rapid is the rush for change and novelty.

An education in art and taste would do so much to change all this. An education in art would prove a strong ally as against vice and crime, in that it would elevate and ennoble us. The true theory in education is for all the higher faculties to be developed.

At the conclusion of this address, the Association adjourned till evening.

EVENING SESSION.

A discussion was had on "To what extent should memorizing by pupils be allowed?"

THOMAS TASH, of Lewiston, said the various sciences have their peculiar nomenclature, and this nomenclature must, of course, be committed. Beyond this, memorizing is detrimental.

CHARLES B. STETSON, of Lewiston, said some kinds of memory are exceedingly active in childhood. The logical memory cannot be exercised too much; but mere verbal memory is unnecessary and wrong. The secrets of memorizing is repetition. Passages of Scripture and beautiful poems should be committed in our schools, and the ideas as well as the words should be fully understood. Mr. Stetson said he would clothe the mind with beautiful images.

Professor **WOODMAN** thought some training of the memory beneficial. In geometry, the best method is for the scholar to commit and recite the proposition, *verbatim.* It is not wise to encourage too critical a disposition on the part of the pupil.

Professor **CRUTTENDEN** said he hated this memorizing. He divided memory into three great classes, which he subdivided. His three great classes were:

1. Receptives, or Perceptives.
2. Retentives, or Recallings.
3. Inventives.

There is a difference between *associated knowledge* and memory. The great objection to memorizing is, that pupils study without investigation. Memory is the first faculty that decays. Associated knowledge is never lost. First address the perceptives, and then the retentives; then your knowledge will be lasting.

After this discussion, President **HARRIS**, of Bowdoin College, delivered an address on the "Imagination."

President Harris commenced by saying, that everything can be transmuted into thought. All the solid bodies around us are transmuted into ideas. How wonderful and how exceedingly beautiful is this! In every building, you see the thought of the architect and the originator transmuted into solid beauty.

Representation with new combinations is what we call the imaginative power. The representative power always gives us an image. The imagination is spontaneous and voluntary. You are sitting before your fire and you fall into a reverie. It is interesting to catch a reverie, and all the various images that have been passing before us. A dream is a succession of spontaneous imaginations. There must be some affection of the object of sense in order to have imagination. Before you can exercise imagination in its higher form, you must have an ideal, and attempt to realize that ideal in combinations,—in concrete things.

When Shakespeare created the character of Lear, he considered the subject in all its relations, and then wrote the play; giving a "habitation and a name" to his ideal,—realizing, in concrete, from the ideal of his mind.

There is no power of the human mind that gives such a power of truth as the imagination; which is sometimes called the fancy of the imagination. "The heavens are a letter. The sun is the great red seal. When the sun sets the seal is broken, and the letter is spread out before us in all its power and beauty." This is fancy, it is not real imagination.

President H. then, to show the difference between fancy and real imagination, read Wordsworth's Daisy—fancy; and Burn's Daisy—real. How full of soul is Burn's Daisy, which he turned up with his ploughshare!

He also read other quotations to illustrate this point. Imagination in its highest form is not fiction. It is concerned in three spheres:

1. Thought, Speculation, Invention, Science.

Imagination has been the master spirit in all scientific discoveries and inventions. It has struck the first blow. It has led the way.

2. Sphere of Will.

Imagination is queen among the powers here too. Illustration: the general creates the plan of his campaign by the imagination.

3. The Poetical Sphere.

Poetry deals with the beautiful and sublime. The poetical emotions are merely those created by an imagination of the beautiful and sublime in nature.

You need imagination to read Shakespeare as much as he needed it to create his plays,—only not so much of it. You cannot understand a steam engine unless you can create an engine in your imagination. We cannot appreciate the works of God unless we have a vivid and beautiful and sublime imagination.

At the conclusion of President Harris's lecture, the association adjourned till Wednesday morning.

LAST DAY—WEDNESDAY.

President STONE called the meeting to order at 9 o'clock. Professor ALLEN asked the Divine blessing. The report of the various committees were then read and accepted.

The Committee on Nominations reported as follows:

President—J. H. HANSON, Waterville. *Vice President*—C. C. ROUNDS, Farmington. *Secretary and Treasurer*—C. B. STETSON, Lewiston. *Executive Committee*—J. H. HANSON, *chairman*, Waterville; C. B. STETSON, Lewiston; A. P. STONE, Portland; J. S. BARRELL, Lewiston; J. P. GROSS, Brunswick; G. T. FLETCHER, Castine; W. JOHNSON, Augusta; J. B. WEBB, Gorham; C. C. ROUNDS, Farmington.

Mr. Stone, President for last year, declined a re-election.

These gentlemen were subsequently elected to their respective positions by ballot.

The Committee on JOURNAL OF EDUCATION reported the following gentlemen as monthly editors, for the year commencing Jan. 1, 1870:

January,	A. P. STONE,	Portland.
February,	C. B. STETSON,	Lewiston.
March,	J. S. SEWALL,	Brunswick.
April,	G. T. FLETCHER,	Castine.
May,	A. J. BLETHEN,	Farmington.
June,	J. B. WEBB,	Gorham.
July,	C. C. ROUNDS,	Farmington.
August,	J. P. GROSS,	Brunswick.
September,	GALEN ALLEN,	Bath.
October,	J. S. BARRELL,	Lewiston.
November,	THOMAS TASH,	Lewiston.
December,	WARREN JOHNSON,	Augusta.

The Committee on Resolutions reported the following:

Resolved, That we tender the thanks of this Association to the city authorities of Bath for the use of this hall for our meeting.

Resolved, That we tender the thanks of this Association to the citizens of Bath for their liberality in furnishing to the ladies free entertainment; also, to the proprietors of the hotels for their liberal reduction in terms to male members of the Association; also, to the superintendents of the railroads over which free return tickets have been given.

Resolved, That we tender our thanks to the officers of the Association for what they have done to make our meeting under the most favorable circumstances, for the well-arranged programme which has conduced to make this meeting a success.

Resolved, That we extend our thanks to those gentlemen from other States who have contributed so much to our enjoyment and profit; also to the home talent which has been devoted to the same purpose.

Resolved, That the educational movement, originated last winter, establishing a County Board of Supervisors and Institutes, has awakened a new educational life in this State, which promises to give us better schools. That we trust the Board will be sustained, and its fund extended to meet the pressing wants of our common schools.

Resolved, That the large attendance and earnest spirit of this Association should encourage every friend of education to engage in the good work with renewed earnestness.

A subsequent resolution was unanimously adopted, as follows:

Resolved, Thanks of the Association are due to the able corps of reporters who have been in attendance during this session; that through them the thanks of the Association be extended to the editors and publishers here represented; that we deem the press one of the most efficient educational agents, and beg a continuance of its co-operation in our common work.

A discussion was then held on the "Educational Needs of Maine."

Hon. **WARREN JOHNSON** first spoke. He said we have been apt to pride ourselves that the schools of New England were the best out. It is a big mistake. We are superior in the brain quality of our people, but not in our schools. Professor Cruttenden and Professor Allen both say that the brain quality of our teachers is "of the first water." But our common-school system is not what it ought to be. We have attributed it all to the apathy of the people, but the fault is not with the people. They want good schools, and are willing to pay for good schools. The fault is with ourselves. We are underlings in the school system. We are sick educationally.

What shall be done? Render the present agencies more efficient. Abolish the district system. Transfer the employing power to the committee, and then the agent will disappear. We need uniformity of text-books, to be secured by an examining committee to be selected by the best minds of the State.

We need compulsory attendance in our schools. All children, from seven to fourteen years of age, should be compelled to attend *some* school, at least three months in the year. This is one of the great educational needs of Maine. Some may think this not democratic; but it is certainly necessary for the preservation of our republican institutions, that our children are educated.

One grand feature of the educational movement in Maine is, that we have one of the ablest supervisory boards of any State in the country.

Professor **ALLEN** next spoke. He thought the common-school system of Pennsylvania better than that of any other State in the country. There is no district system in the State, and all teachers are examined by the County Supervisors. There is no school fund. All money for educational purposes is raised by direct taxation. "We don't put into our schools old broken-down ministers and lawyers, but *live* and *able teachers*."

Professor **ALLEN** gave a very full explanation of the general school system of Pennsylvania, and claimed for it great merit.

After Professor Allen had finished, Professor **CRUTTENDEN** occupied a short time with an address on "Language."

It was then voted to adjourn by singing "Old Hundred;" and J. S. **BARRELL** was invited to lead in the singing.

After singing, the meeting adjourned without day.

After the Association had adjourned, the newly-elected Executive Committee met and organized as follows:

Chose **JOHN P. GROSS**, Secretary.

Chose Messrs. **HANSON**, **STETSON**, **STONE**, and **JOHNSON**, a Committee on Lectures and Programme.

Chose Messrs. **FLETCHER**, **ROUNDS**, and **BARRELL**, a Committee on Time and Place of Meeting next year.

Chose Messrs. **HANSON** and **GROSS** a Committee on Railroads.

Voted, That the Executive Committee be a committee of the whole to report, each one topic, at least, by the first of August, to the Committee on Programme, for discussion at the next meeting of the Association.

Thirty thousand children were excluded from the public schools of New York last year, because the school buildings could not accommodate them. The jails and prisons will have to be enlarged some day in consequence.

RESIDENT EDITOR'S DEPARTMENT.

WE ARE TWELVE.

THIS number makes the twelfth issue of the *Journal of Education*, and completes the volume for 1869. We have neither room nor inclination to indulge much in retrospect. Doubtless the *Journal* might have been worse; but we wish it could have been better for our readers' sake. It certainly is not boasting to say, that those who have read its pages must have found many hints and suggestions to help them onward in their school work. The monthly editors have served a good variety of articles, and they have all been of a practical, useful character. Having perused, more or less during the year, the various Educational Journals of the country, we have no hesitation in saying, that, considering the youthfulness of our own, and the state of education in our State, we are not ashamed of the monthly visitor which our contributors have enabled us to send out to our readers. Had we room, we could give many flattering testimonials from the press, of the adaptation of our Journal to meet the wants, to some extent at least, of our fellow-teachers. We are soon to enter upon a new volume. It shall be our aim to make the future better than the past; and we have good reason to believe, that, with your coöperation, kind readers, we can accomplish our object. Give us your patronage and contributions from your pen, and we will have a Journal of which we shall be proud, as the representative of the schools and the teachers of MAINE.

THE STATE MEETING AT BATH.

WE give up a large portion of our present number to the proceedings of the recent meeting of the State Association at Bath. Those who were present at that meeting will be glad to read, in review, so full an account of those proceedings; and those who were so unfortunate as not to have been present, will find a well-digested discussion of many questions and topics of vital interest to educators and the cause of education. The proceedings were reported by Mr. H. E. Swazey, of Standish, and the teachers of Maine owe him a debt of gratitude for doing it with such fulness, accuracy, and fidelity.

THE LYCEUM.—The Lyceum is an original New England institution, and has been an agent of great efficiency in diffusing knowledge among the people. We are glad to know that it is well supported in all our cities and large towns. In Portland, the people would sooner dispense with the winter solstice than with the course of lectures given by the *Mercantile Library Association.* During the past and present seasons, that association has incorporated into its course a feature worthy the especial patronage of teachers,—we mean *Elocutionary Readings*, by such persons as Vandenhoff, and others, where one can hear read, in a masterly manner, the representative productions of our best authors. Teachers, as well as others, stand in their own light when they stay away from such opportunities for improvement.

MISCELLANEOUS.—The report of the Superintendent of Free Schools in Tennessee, for the past twenty-two months, shows the results of the system which was established in 1667, to be encouraging.

It is announced that President Angell, of the University of Vermont, has been unanimously called to the Presidency of the University of Michigan.

Four women were elected members of the school committee in the town of Eastford, Windham county, Conn. at the recent election.

The new Girls' High School building, in process of erection in Boston, was damaged to the extent of $25,000 by the recent gale.

Fifty years since, idiots were generally supposed to be hopeless and beyond the reach of education. Not so now. Since the establishment of the Institution in South Boston for their education, fifty have been sent out from the school capable of taking care of themselves, and of becoming useful members of society.

The State Normal School at New Britain, Conn., which was closed two years since, by order of the General Assembly, has been reopened with fifty-five students, and Mr. I. N. Carleton as principal.

BOOK TABLE.

THE ILLUSTRATIVE PRACTICAL ARITHMETIC, by a Natural Method, with Dictation Exercises. By Geo. A. Walton, and Electa N. L. Walton. Boston: Brewer & Tileston.

This book has some new features. It is eminently illustrative throughout. Every step is from the known to the unknown, and the pupil is led along by a natural method of investigation. The definitions and communications of principles are concise and remarkably clear. We are glad the author has had the moral courage to reject much of the matter usually found in arithmetics which has become obsolete, or has no practical use. The practice system, and other features are introduced which make the book not only practical, but fully up with the times. We advise teachers to examine the work.

ADVENTURES ON THE GREAT HUNTING GROUNDS OF THE WORLD. By Victor Meunier. New York: Charles Scribner & Co. Boston: Lee & Shepard. Portland: Loring, Short & Harmon.

This is the fifth in the series of Scribner's Illustrated Library of Wonders, and contains a great variety of stories and incidents of hunting and encounters with almost every kind of wild animals in various parts of the world. It is interesting and thrilling, and will be a favorite and profitable book for the young.

FROUDE'S HISTORY OF ENGLAND, from the fall of Wolsey to the death of Elizabeth, Vols. I. and II. New York: Charles Scribner & Co. Boston: Lee & Shepard. Portland: Loring, Short & Harmon.

This work, upon its first appearance a few years since, speedily took a high position as an interesting and reliable history. It is now to be issued by Mr. Scribner, at the rate of one or two volumes a month in smaller and cheaper form. These volumes are in 12mo, and are very neat and attractive. It is the kind of history we like to read. The author is not content with giving the bare anatomy of history, but narrates the life of nations and of individuals in a manner that gives a panoramic view of the times of which he writes. We shall gladly welcome the succeeding volumes.

ANCIENT STATES AND EMPIRES, for Colleges and Schools. By John Lord. New York: Charles Scribner. Boston: Lee & Shepard. Portland: Loring, Short & Harmon.

Mr. Lord is well known as a popular lecturer on History, and as the author of several historical works. In this volume of somewhat more than 600 pages, he has given us, in a very attractive style, a connected narrative of the principal events of the world, sacred and profane, up to the fall of the Roman Empire. Useless details and unimportant matters are wisely omitted. The book will do excellent service in school and in the family. It contains a good physical and ethnographical map of the Ancient world.

SONGS OF GLADNESS, for the Sabbath School. By J. E. Gould. Philadelphia: J. C. Garrigues & Co.

This new music book combines the two very important features which are rarely to be found in one book,—beautiful music accompanied by appropriate words. It contains nearly 600 hymns and tunes, and is intended for schools of all the various religious denominations. Already it is being adopted in some of the a rgest and most important Sunday schools in the land.

The publishers will send a sample copy by mail for 25 cents.

ELEMENTS OF ASTRONOMY. By John Davis. Pittsburg: Davis & Woods. Boston: H. A. Brown.

In a fair-sized duodecimo volume we have here presented the principal features of the Science of Astronomy, very convenient for school or family use. The method of treatment is clear and familiar, and accompanied by well-executed illustrative cuts. The whole style of the book is unusually fine. The author is the inventor of two very ingenious astronomical instruments,—the Heliotellus and the Lunatellus,—which are here minutely described, and which we have examined with much pleasure.

ALFRED SEWALL, of Chicago, the publisher of the **LITTLE CORPORAL**, commences in January a quarterly magazine which will furnish matter for school festivals and exhibitions. A good idea. Price, fifty cents a year.

LIPPINCOTT'S MAGAZINE, Philadelphia, closes its fourth volume with an excellent table of contents in its December number. The conductors have made liberal arrangements for the forthcoming volume.

WELLS' PHRENOLOGICAL JOURNAL, for December, contains interesting sketches and delineations, with portraits, of Liebeg, the eminent chemist; Hugh Allan, the Canadian merchant; the Earl of Derby; Charles II, of England: besides many other subjects. Price 30 cts; by the year $3. The 50th volume, in a new form, begins with the January number. Address S. R. Wells, 389 Broadway, New York.

LITTELL'S LIVING AGE, Boston, has often been commended by us. It furnishes more than three thousand pages of choice reading yearly. It is pronounced by high critical authority to be the "best of all our eclectic publications;" and we can do our readers no better service than by calling their careful attention to it.

OUR BOYS AND GIRLS. Parents who do not take Oliver Optic's Magazine, can make no more suitable New Year's present to children and young friends than a year's subscription to this great favorite.

THE LITTLE CHIEF promises well for the coming year. Laura Spring, one of the choicest writers for children, is now the editor. Price only 75 cents per year. Address "Little Chief," Indianapolis, Ind.

THE YOUTHS' COMPANION, Boston, is one of the purest and safest Journals for young people now published. Parents will please bear this in mind.

ONCE A MONTH, and the **CHILDREN'S HOUR**, published by T. S. Arthur & Son, Philadelphia, offer extra attractions for 1870, in the way of improvements, premiums, etc.

OUR YOUNG FOLKS, published by Field, Osgood & Co., Boston, is acknowledged one of the best and most successful magazines for children that has ever been started. See that the boys and girls have it for 1870.

HARPER'S NEW MONTHLY presents more substantial historical reading, illustrated, than any other magazine in the world.

THE ATLANTIC MONTHLY is able and independent in its discussions of the political and social issues of the day, and promises to do so to the end.

THE LADY'S FRIEND is a welli-llustrated magazine, indispensable to every family circle.

GODEY'S LADY'S BOOK stands unrivaled in the lists, for full descriptions and illustrations of ladies' work.

Notices of several books and magazines are unavoidably crowded out this month, much to our regret.

TEACHERS WANTING SITUATIONS.

LADIES.

No. 11. Graduated at Bates College, Seminary Department. Can teach English, French, and Drawing. Has taught sixteen terms. Wishes for High School or Academy.

No. 12. Graduated at Kent's Hill Female College. Can teach Latin, German, French Mathematics, and Sciences. Has taught four years. Wishes for High School, Academy, or Select School.

No. 20. Has taught twenty-one terms district school. Desires permanent situation if possible in a graded school.

No. 21. Has taught two terms of a district school and five terms in a graded school. Desires a permanent situation in some *Western* State.

No. 24. Graduated at Farmington Normal School, 1867. Would prefer an assistant's place in an academy or high school, where a little time could be found for higher branches, but would take charge of a graded school. Has had experience in district schools.

No. 25. Graduated at Farmington Normal School. Has taught three terms district schools Would like a situation as assistant.

No. 27. Educated at Mt. Holyoke Seminary. Can teach English, Latin, Mathematics, and the Piano. Wishes a situation in High School or Academy. Has had experience.

No. 30. Has had ten years' experience in schools East and West. Desires a situation East.

No. 33. Educated at Farmington Normal School. Has taught four terms. Desires permanent situation in a Primary School.

GENTLEMEN.

No. 13. Has taught fifteen years. Fully capable of taking charge of Grammar, or the English department of a High School. Educated at Maine Wesleyan Seminary.

No. 15. Has taught seven terms in common schools; one year in a Grammar School. Can teach French, Latin, and English. Desires situation in an Academy, High, or Grammar School.

No. 16. Has a good English education. Wishes to obtain a situation in an Academy, or High School as an assistant, where a knowledge of the Classics may be obtained. Wages, aside from board, not of importance.

No. 17. Educated at Maine State Seminary. Has taught Grammar and District Schools. Wishes situation as assistant in High School or a Grammar School.

No. 22. Wishes situation as principal of a high school, or would take private students in the languages. Is fully capable to fill the situation. Salary from $1300 upward.

No. 26. Graduated at Maine Wesleyan Seminary. Has taught town and graded schools. Wishes high school or academy. Salary, $900 upward.

No. 28. Educated at High and Normal School. Desires situation in high school.

No. 29. Graduated at Farmington Normal School. Has had experience in District Schools. Wants a Grammar School.

No. 30. Educated at Farmington Normal School. Has had experience in District Schools. Desires situation in the grammar department of a school.

No. 31. Wishes to teach the coming winter. Has taught seven District Schools. Can teach penmanship or vocal music if desired. Wages $40 per month and board.

No. 32. Two years' experience in Grammar School. Graduate of State Normal School.

No. 34. Graduated at Union Academy, N. H. Wishes school for this wintea and a High School next spring. Well recommended.

No. 35. Graduated at Farmington Normal School. Can teach English and French. Wages $40.00 per month. Would prefer an Assistant's place.

CLUBBING WITH MAGAZINES.

We will supply either of the following Periodicals or Books and the Journal of Education one year, for payment strictly in advance one year, for the sums named:

$10.50.	*Webster's Illustrated Unabridged Dictionary.*
$8.50.	*Littell's Living Age.*
$6.00.	*Webster's National Pictorial Dictionary.*
$5.50.	*The Nation*, *Every Saturday*, or *Eclectic Magazine.*
$4.75.	*Atlantic Monthly*, *Harpers' New Monthly*, *Harpers' Weekly*, *Ladies' Bazaar*, or *Putnam's Magazine.*
$4.00.	*Godey's Lady's Book*, or *The, Scientific American.*
$4.50.	*The American Naturalist.*
$4.83.	*The Appletons' Journal.*
$3.50.	*Phrenological Journal and Life Illustrated*, *New York Independent and a print of both Grant and Colfax, which are sold at the stores for $4*, or *The Advance.*
$3.25.	*Oliver Optic's Magazine.*
$3.00.	*Our Young Folks*, *Peterson's Ladies' Magazine*, *Weekly Boston Journal*, *Ladies' Friend*, *Riverside Echo*, *Portland Transcript*, *Arthur's Home Magazine*, *Arthur's Once a Month*, or *Good Health.*
$2.50.	*Arthur's Children's Hour*, *The Manufacturer and Builder*, or *National Sabbath School Teacher.*

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